DOCUMENT RESUME

ED 072 592 EC 051 103

TITLE	Professional Education; A Selective Bibliography. Exceptional Child Bibliography Series No. 635.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Aug 72
NOTE	32p.
AVAILABLE FROM	Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Bibliographies; *Exceptional Child Education; *Handicapped Children; *Professional Education; Teacher Education

ABSTRACT

The selected bibliography of professional education for personnel working with handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center, an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971. (DB)

ED 072592

PROFESSIONAL EDUCATION

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 635

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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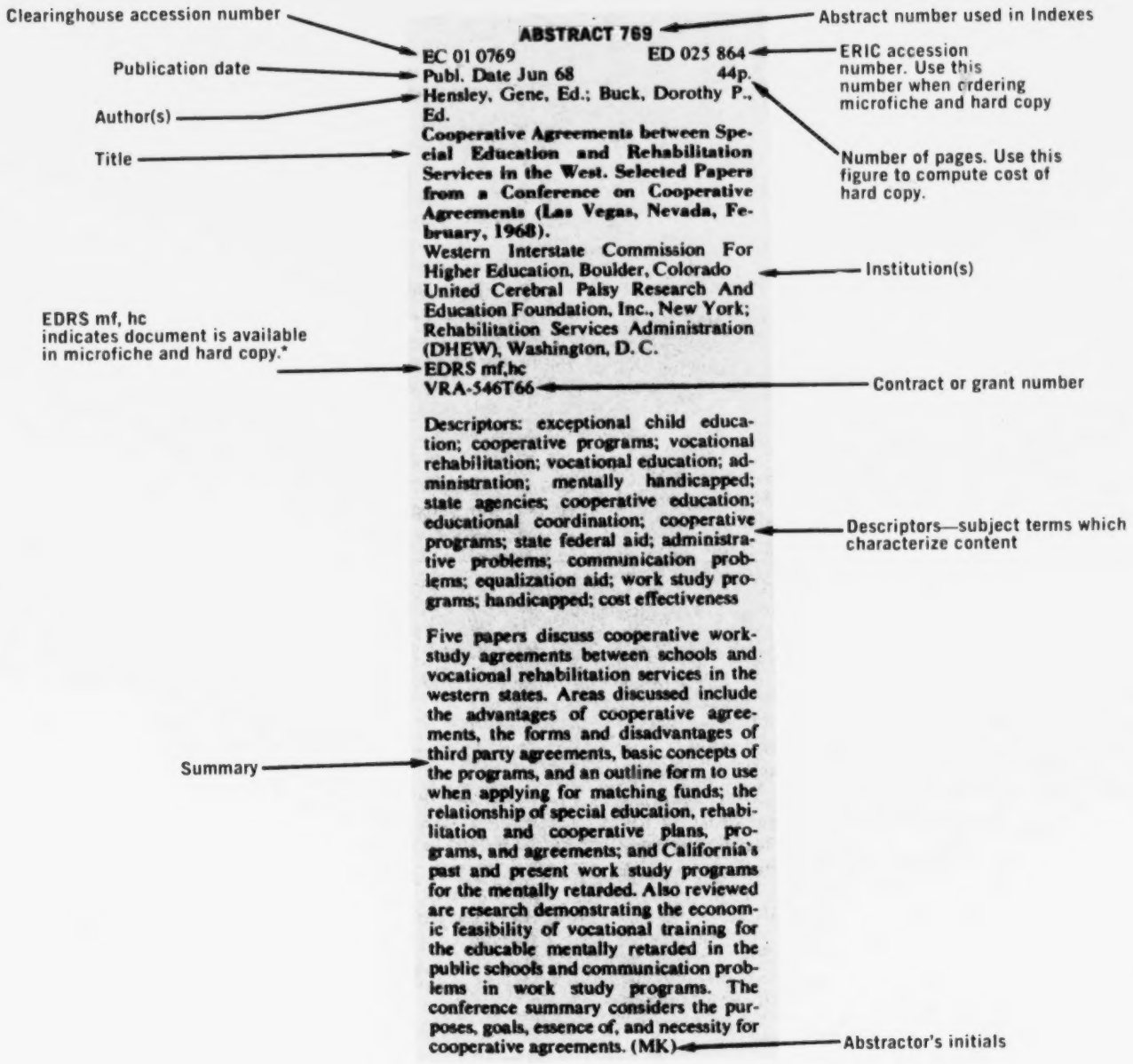
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Professional Education* from the Center's computer file of abstracts are listed alphabetically below:

Accreditation (Institutions)
Certification
College Preparation
College Programs
Credentials
Elementary School Teachers
Graduate Study
Inservice Education
Inservice Programs
Inservice Teacher Education
Inservice Training
Institutional Personnel
Instructional Staff
Instructors
Itinerant Teachers
Personnel
Preservice Education
Professional Standards
Resource Teachers
Secondary School Teachers
Special Education Teachers
Standards
State Standards
Student Teachers
Student Teaching
Teacher Attitudes
Teacher Background
Teacher Certificates
Teacher Certification
Teacher Characteristics
Teacher Education
Teacher Education Curriculum
Teacher Evaluation
Teacher Improvement
Teacher Morale
Teacher Qualifications
Teacher Recruitment
Teacher Response
Teacher Role
Teacher Training
Teacher Workshops
Teacher Salaries

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

ASHA
Academic Therapy Quarterly
American Journal of Occupational Therapy
Education and Training of the Mentally Retarded
Educational Technology
Exceptional Children
Forward Trends
International Journal of Nursing Studies
Manpower
Mental Retardation
New Outlook for the Blind
Physical Therapy
Rehabilitation Digest
Teacher of the Deaf
Top of the News
Vocational Guidance Quarterly
Volta Review

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10280

EC 01 0280 ED 017 085
Publ. Date 66 91p.

Professional Standards for Personnel in the Education of Exceptional Children, Professional Standards Project Report.

Council for Exceptional Children, Washington, D.C.
EDRS mf

Descriptors: exceptional child education; standards; professional education; teacher certification; teacher education; professional continuing education; student teaching; accreditation (institutions); teacher education curriculum; emotionally disturbed; aurally handicapped; speech handicapped; visually handicapped; educational administration; supervision; ethical values; doctoral programs

Developed by approximately 700 special educators over a period of several years, this document is a statement of research reviews (publications) education. Standards pertaining to institutions offering preparation programs for teachers in special education are outlined with supplementary standards for the specific areas of behavioral disorders, deaf and hard of hearing, gifted, mentally retarded, physically handicapped, speech and hearing, visually handicapped, administration and supervision, and doctoral programs. Guidelines for the professional competencies of students in each area outline content of coursework and practicum for general and specialized professional preparation. Responsibilities of agencies and organizations for programs of continuing education are outlined. The code of ethics of the education profession is interpreted as it relates to special education. The reference list cites 19 items. This document was published as stock number 551-20944 by The Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036, and is available for $1.25. (MY)

ABSTRACT 10390

EC 01 0390 ED 013 088
Publ. Date 67 111p.

Catalog of Audio-Visual Aids for Counselor Training in Mental Retardation and Emotional Disability. Volume 1, Films.

Devereux Foundation, Devon, Pennsylvania, Institute For Research and Training
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; professional education; mentally handicapped; emotionally disturbed; instructional films; counselor training; bibliographies; films; catalogs; children; adolescents; adults

Films selected as appropriate for use in university counselor training programs and in agency in-service training programs preparing staff to work with the mentally and emotionally handicapped are listed alphabetically by title. The 341 listings include brief annotations, film length, date of filming, film distributor, and whether the film is in color. Also included are a subject index to the films, a list of state mental health authorities, and a list of film distributors names and addresses. (RS)

ABSTRACT 10509

EC 01 0509 ED N.A.
Publ. Date 67 45p.
Fudell, Stanley E.

The South's Handicapped Children; A Report Concerning the Preparation and Number of Professional Personnel Engaged in the Education of Handicapped Children in the South.

Southern Regional Education Board, Atlanta, Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
OEG-32-20-7180-1017
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child education; educational needs; personnel; handicapped children; statistical surveys; personnel needs; personnel programs; teacher education; school systems; southern states; southern schools; professional education; student needs; incidence; recruitment

The outgrowth of a 1954 survey of the need for special education teachers in the South, this questionnaire survey was undertaken in 1964 to determine what changes had occurred in intervening years. Results of the two surveys were compared and analyzed. The findings were as follows: 19% of 1.5 million school age children in the South needing special education services received them; 67,000 teachers were needed, 15,000 were available, and 10,000 were certified; state departments of special education anticipated a need in 1968-69 for more than twice the present 65 state-level administrators; by 1968-69 almost 900 local school special education administrators would be needed, instead of the present 274 of whom 142 were certified; 33% of the present special education teachers needed additional training; virtually no professional training programs were operating at maximum efficiency; and twice the present 408 full-time faculty would be needed by 1968-69. Additional data are presented concerning the need for teachers of children with various handicaps and the preparing of such educators. Eleven recommendations are included. (JD)

ABSTRACT 10537

EC 01 0537 ED 022 313
Publ. Date 68 34p.

Competencies Needed by Teachers of Hearing Impaired Children: Deaf and Hard of Hearing.

American Organization for Education of the Hearing Impaired, Washington, D. C.
EDRS mf,hc
Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($1.50).

Descriptors: exceptional child education; aurally handicapped; professional education; standards; hard of hearing; deaf; teacher education; teacher qualifications; teacher characteristics; psychological tests; speech; language development; family school relationship; social adjustment; auditory perception; curriculum

Prepared by two committees of the American Organization for Education of the Hearing Impaired, the pamphlet provides a guide for formulating standards of professional training for teachers of hearing impaired children. Competencies needed by teachers of the deaf are defined in the areas of communication (speech, hearing, language, lipreading, visual perception), curricular adaptation, psychological tests and measurements, social adjustments, home-school relations, and philosophy of education. For teachers of the hard of hearing, competencies explained include personal characteristics of the teacher, knowledge of auditory comprehension, speechreading, speech, language development, other special knowledge, and essential abilities. Seven recent publications on the preparation of teachers of the hearing impaired are cited. (JB)

ABSTRACT 10568

EC 01 0568 ED 022 287
Publ. Date 67 31p.
Matsushima, John

National Conference on the Child Care Worker; Summary of Proceedings (August 28-30, 1967, Cleveland, Ohio).

Case Western Reserve University, Cleveland, Ohio, Cleveland College
EDRS mf,hc

Descriptors: exceptional child services; personnel; child care; child care workers; inservice education; standards; training; conference reports

The trainability and training needs of child care workers are considered by a conference of 26 child care workers from as many residential treatment centers. Information is provided concerning the conference's purpose and background, its participants, and their views on the following: characteristics of good child care workers, sources of learning, identifying key concepts, recommended standards and content for preservice university training, content for inservice training, and university courses for advanced workers. Summaries are also provided of the final panel discussion, plans for associations, and the conference director's observations. Appendixes include a roster of participants, program of the conference, copy of the pre-conference questionnaire, list of participants of discussion groups, and reports or summaries of group discussions. (JD)

ABSTRACT 10626

EC 01 0626 ED 024 185
Publ. Date June 68 185p.
Martinson, Ruth A.; Wiener, Jean
The Improvement of Teaching Procedures with Gifted Elementary and Secondary School Students. Final Report.
California State College, Gardena
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-4-6-061244-8948
BR-6-1244

Descriptors: exceptional child research; gifted; professional education; teaching methods; behavior; teaching models; teacher characteristics; inservice teacher education; teacher improvement; teacher rating; test reliability; behavior rating scales; test results; questioning techniques; teacher selection; teacher behavior

Inservice self-study was utilized to improve the qualitative level of classroom method among teachers of the gifted. Ten judges selected 45 to 75 elementary and secondary teachers by a rating scale of significant behaviors, classroom observation ratings, the Weiner Attitude Scale, and the Terman Concept Mastery Test. The 45 were considered flexible, intelligent, creative, and stimulating. Analysis of the teacher behavior scale indicated four main factors: individualized materials and instruction, art of questioning, encouragement of higher level learning, and communication-interaction. Inservice activities were pupil study (case studies) of gifted characteristics, study of classroom principles for higher level thinking, and discussion and evaluation of a teacher model; teacher-made videotapes of classroom activities, using the principles learned, were also shown and evaluated at the inservice meetings. Interjudge reliabilities of .90 were obtained from audiotape analysis of the teachers' questions and answers at the beginning and end of the project. Significant improvement between the two tapes (p equals .01) occurred in the application, generalization, and synthesis questions by the teacher (indicating growth in higher cognitive level questions), and growth in open responses by students were noted. (Author/SN)

ABSTRACT 10671

EC 01 0671 ED N.A.
Publ. Date 67 416p.
Truax, Charles B.; Carkhuff, Robert R.
Toward Effective Counseling and Psychotherapy: Training and Practice. Modern Applications in Psychology Series.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($10.75).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; counseling; professional education; group counseling; individual counseling; counseling effectiveness; counselor performance; counselor acceptance; therapeutic environment; counselor attitudes; counselor characteristics; counselor training; behavior rating scales; group therapy; identification (psychological); empathy; therapists; counselor evaluation

The approach to counselor training and the practice of psychotherapy described is based on the growing body of research evidence specifying some known effective ingredients in the therapeutic process. Scales are presented for measuring three aspects of the psychotherapeutic relationship: accurate empathy, nonpossessive warmth, and the therapist's genuineness. Tape recordings of interviews are used for illustration. Areas treated include the theoretic and research bases for training and practice in psychotherapy and counseling, integrated didactic and experimental approach to training, and the mature therapist and counselor. Thirty-three tables and 439 references are included. (LE)

ABSTRACT 10758

EC 01 0758 ED 025 050
Publ. Date Aug 67 135p.
Johnson, Richard A.
A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded. Final Report.
Minnesota State Department of Education, St. Paul
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-5-16-035
BR-5-1000

Descriptors: exceptional child research; mentally handicapped; teaching methods; professional education; audiovisual instruction; open circuit television; inservice teacher education; pilot projects; demonstration projects; individualized instruction; class management; educational television; televised instruction; teacher improvement; program evaluation; behavior change

The project was developed out of recognition of the gap existing between formal training programs for teachers of the educable retarded and actual classroom teaching. In an attempt to provide meaningful inservice experiences to a large number of both urban and rural special class teachers at minimal per teacher expense, the Minnesota State Department of Education, in cooperation with an educational television station, produced four 30-minute programs which were broadcast at 3:30 p.m. and emphasized teaching for individual differences and behavior management. The programs were filmed in actual classes for the educable mentally retarded. A teacher evaluation form was sent to 315 educable class teachers in Minnesota and Wisconsin within broadcast range; on 11 questions relating to the ability of the programs to convey specific, salient aspects of classroom teaching of the mentally retarded, responses were significantly favorable (p equals .05 or p equals .01). Recommendations were for continuation of the project over a 2-year period with the production of 30 or more programs, and for procedural, technical, and professional changes which would improve program quality and make possible production at a lower per program expense. (Author/SN)

ABSTRACT 10765

EC 01 0765 ED 024 166
Publ. Date Nov 67 219p.
Sage, Daniel D.
The Development of Simulation Materials for Research and Training in Administration of Special Education. Final Report.
Syracuse University, New York
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-1-6-062466-1880
BR-6-2466

Descriptors: exceptional child research; administration; instructional materials; professional education; administrative personnel; public administration education; audiovisual instruction; role playing; test results; behavior change; test reliability; test validity; admistrator evaluation; questionnaires; administrator characteristics; material development; administrator role; simulated environment; simulation

Materials utilizing a simulated environment approach were developed, produced, pilot tested, and evaluated to determine their usefulness as media for training programs and for behavioral research in the process of administration of special education. Background and task materials took the form of both written and audiovisual media, featuring a communications in-basket, telephone calls, filmed observations, and role-played conferences. Instruments for evaluating the materials consisted of a

test used before and after treatment to assess behavioral change, a category scoring system to assess performance during the training sessions, and a participant opinionnaire. Two experimental groups (10 in one and 21 in the other) and two control groups (10 each) were involved. The following results were noted: performance scoring was reliable (interrater correlation coefficients were .81 to .98); differences between pre- and post-treatment were significant for experimental groups (p less than .05) and were not significant for the control group; a lack of correlation between test and performance variables cast doubt on the validity of the test scales; and the materials were perceived by participants as an extremely valuable vehicle for training. The materials developed are appended. (Author/SN)

ABSTRACT 10917

EC 01 0917 ED 026 760
Publ. Date Feb 68 32p.
Hebeler, Jean R.
An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded.
Maryland University, College Park, Department of Special Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-7-071301-5135
BR-7-1301

Descriptors: exceptional child education; personnel; professional education; national programs; mentally handicapped; federal aid; mental retardation; fellowships; federal programs; grants; chief administrators; professional personnel; supervisors; college teachers; graduate study; graduate students; graduate professors; program evaluation; federal legislation; Public Law 85 926

An analysis of questionnaires completed by 413 recipients of U.S. Office of Education graduate fellowships in mental retardation under the provisions of Public Law 85-926 was conducted Recipients of university and state fellowship awards were included in the sample. The findings indicated that 95% of the fellowship recipients had had prior experiences (academic and work) in education and that 36% had taken prior work in the education of the mentally retarded or other fields relevant to the education of exceptional children. They have remained in the field of special education and have assumed increasingly responsible leadership roles in teacher training or administrative and supervisory roles (at the time the data were taken, 48.9% were involved in work in higher education in special education, 40% in local school systems, and 10.7% with state departments or agencies). The mental retardation fellows were generally satisfied with their goals. However, responses suggested that both program and student goals need to be more clearly delineated at the various levels of graduate study. The evidence indicates that the fellowship program substantially accelerated and increased the supply of a stable cadre of trained leadership personnel in the area of mental retardation for positions of responsibility at the state and local levels and in the area of personnel training. Data are provided and responses are summarized for 79 items. (Author/JD)

ABSTRACT 10936

EC 01 0936 ED 026 780
Publ. Date 28 Oct 68 203p.
Cruickshank, William M. and Others
The Preparation of Teachers of Brain-Injured Children. Syracuse University Special Education and Rehabilitation Monograph Series 8.
National Institute of Mental Health (DHEW), Bethesda, Maryland;
Syracuse University, New York
EDRS not available
MH-7559
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child research; learning disabilities; teacher education; curriculum; teaching methods; course organization; school systems; graduate study; teacher improvement; followup studies; teacher evaluation; controlled environment; minimally brain injured; perceptually handicapped; program evaluation; masters degrees; administrator attitudes; demonstration programs

To prepare teachers to work with brain injured and hyperactive children, a training program leading to a master's degree was developed. Forty-seven teachers, chosen by their school systems, took both foundation and specialization courses and participated in a seminar which included study of theories and methods, collateral reading, projects, preparation of pre-academic materials, and activities related directly to children. Teachers also participated in staff meetings, the administrators' seminar, and field experiences. A demonstration class of eight boys (aged 7 to 13) served as a focal point for discussion; room modification and teaching methods followed the concepts of Strauss and Lehtinen. Followup studies were done of all teacher graduates: 33 were employed to teach brain injured children and seven to teach the emotionally disturbed. Beyond familiarity with similar concepts and knowledge of certain materials and skills, there were major differences in the way the teachers used their training. Previous training and experience, personality, reasonable disagreement, and attitude of the local school system were factors influencing adoption of the suggested methods. Results indicated that local school systems should be more basically involved in the training process. (RP)

ABSTRACT 10950

EC 01 0950 ED 026 794
Publ. Date Dec 67 67p.
Fudell, Stanley E.
A Regional Approach to Training and Research in the Education of Handicapped Children.
Southern Regional Education Board, Atlanta, Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-20-7180-1017
BR-5-0455
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child services; handicapped children; program planning; educational needs; regional cooperation; higher education; regional planning; teacher education; state programs; teacher recruitment; cooperative planning; cooperative programs; consultants; questionnaires; communications; workshops; research proposals; Southern Regional Education Board; Handicapped Children Project

The Handicapped Children Project (HCP) was established to ascertain the southern region's needs and resources in special education teacher training programs. It was intended to encourage in-service training, to assist in planning for cooperative use of training and research resources, to provide information to states, and to assist in planning student recruitment. Professionals in the field donated time to attend conferences, to plan, and to do research and writing on activities they had agreed to handle. Consultations were held with schools or agencies with problems; communication by phone, mail, and convention attendance was used to obtain information from various groups, persons, or organizations in the South; assistance was given to colleges to help them in teacher preparation; and research proposals were submitted for funding. Regional cooperation and planning were elicited. A major accomplishment was the avoidance of duplication of efforts by cooperating institutions; other results were preparation of a monograph on special education teachers, improvement of professional standards, establishment of guidelines for state certification, and preparation of a recruiting film. Recommendations for future regional activities and questionnaires used in regional surveys are included. (RP)

ABSTRACT 10965

EC 01 0965 ED N.A.
Publ. Date Dec 67 8p.
Withrow, Frank B.
Public Law 87-276: Its Effect on the Supply of Trained Teachers of the Deaf.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
Volta Review; V69 N10 P656-63 Dec 1967

Descriptors: exceptional child education; legislation; professional education; teacher education; federal aid; grants; financial support; scholarships; followup stud-

ies; personnel needs; teacher shortage; program evaluation; program effectiveness; aurally handicapped; deaf; hard of hearing; federal legislation; student characteristics; universities; Public Law 87 276

The implementation and effect of Public Law 87-276, providing grants to colleges and universities for training teachers of the deaf, are discussed. Described are the recommendations of an advisory committee, the selection of training centers, the kind of grants made available, and qualifications for scholarships. Tables give statistics on the utilization of funds, awarding of traineeships and fellowships, and the number of students enrolled in the program. Statistics of a followup survey are provided which showed that 894 of the 1,221 students who had received grants were teachers of the deaf or were engaged in teacher training. Major recommendations of a national conference on preparation of teachers of the deaf are listed, and the increase of services to younger or multiply handicapped students is mentioned in relation to a need for more teachers. Four tables present data. (RP)

ABSTRACT 11080

EC 01 1080 ED 021 387
Publ. Date 67 28p.

Training and Qualifications (Teachers and Workers for the Deaf).

Alexander Graham Bell Association for the Deaf, Inc., Washington, D. C.;
World Federation of the Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From the Congress of the World Federation of the Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; professional education; deaf; teacher education; personnel; adults; children; rehabilitation; research and development centers; World Federation of the Deaf

Three papers consider the training and qualifications of teachers and workers for the deaf. H. Okopinski describes Training Teachers for Deaf Children's Schools in Poland and A.F. Mackenzie defines The Qualifications of Workers for the Adult Deaf in the United Kingdom. E.S. Levine reports on New York University's Center for Research and Advanced Training in Deafness Rehabilitation. (JD)

ABSTRACT 11327

EC 01 1327 ED 016 337
Publ. Date 67 38p.
Hayes, Gordon M.

National Directory of Special Education Preparation Programs, A List of Colleges and Universities Offering an Organized Sequence of Specialized Preparation for Teachers and Other Personnel Engaged in the Education of Exceptional Children.

California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; professional education; teacher education; college programs; teacher education curriculum; directories; visually handicapped; physically handicapped; aurally handicapped; emotionally disturbed; gifted; mentally handicapped; multiply handicapped; speech handicapped; learning disabilities; degrees (titles); administrative personnel; language handicapped

For each college or university offering an organized sequence of specialized preparation for teachers and other personnel engaged in the education of exceptional children, the following information is provided: areas of specialization, including aphasia, blind and partially seeing, cerebral palsied, deaf and hard of hearing, educationally handicapped, emotionally disturbed, mentally gifted, mentally retarded, multiply handicapped, neurologically handicapped, orthopedically handicapped, and speech handicapped; level of program offered, either bachelor, master, or doctoral; and person in charge of the special education program. Colleges and universities are listed alphabetically by city within each state and the District of Columbia. (RS)

ABSTRACT 11535

EC 01 1535 ED 029 437
Publ. Date Mar 69 34p.
Eisenbud, Robert E., Comp.

Career Opportunities in the Field of Mental Retardation.

Department of Health, Education, and Welfare, Washington, D. C., Secretary's Committee on Mental Retardation
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; mentally handicapped; career opportunities; nursing; physical therapy; occupational therapy; psychologists; dieticians; speech therapists; rehabilitation counseling; special education teachers; teacher aides; social workers; child care occupations; administrative personnel; physicians; researchers; dentists; dental hygienists; chief administrators

Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include 16 in health and health related services, four in education, seven in social and rehabilitative services, and six in administration and coordination of services. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

ABSTRACT 11693

EC 01 1693 ED 030 248
Publ. Date 69 104p.

Special Education; Teacher Education Directory, 1968-1969.

The Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child education; professional personnel; college programs; faculty; degrees (titles); student enrollment; geographic location; administration; aurally handicapped; emotionally disturbed; gifted; mentally handicapped; visually handicapped; physically handicapped; special health problems; vocational counseling; learning disabilities; speech handicapped; social work; homebound

Designed to provide knowledge about programs and personnel in special education, this directory serves as a resource for The Council for Exceptional Children, provides information for students who are interested in studying the education of exceptional children, assists public and private agencies with information on programs for exceptional children, and helps increase communication among professionals and between professionals and the general public. The School Index lists university programs by states and includes levels of study available, personnel, and number of students; the Personnel Index lists biographical information for all special education faculty; and the Program Index lists degrees or certification offered in different areas and references to schools where they can be obtained. (JK)

ABSTRACT 11961

EC 01 1961 ED 030 995
Publ. Date Sep 68 49p.

An Orientation Program for New Teachers; Classes for Educable Mentally Retarded, September 1968.

Toledo Public Schools, Ohio
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teacher orientation; program planning; personnel; orientation materials; educable mentally handicapped; questionnaires; program evaluation; administrative policy; Toledo; Ohio

A plan for orientation activities prior to and during the first weeks of school for new teachers of the educable mentally retarded is presented. Kinds of teachers who will be oriented, qualities of an adequate orientation program, steps taken in program planning, plan implementation, and followup orientation are discussed. Also included are materials given to teachers, program agendas, a graph showing the training and experience of the new teachers, a questionnaire survey of teacher opinion concerning orientation activities, a report on administration of the special curriculum in the regular school, and letters to teachers scheduling the orientation. (LE)

ABSTRACT 11962

EC 01 1962 ED 030 996
Publ. Date Feb 68 32p.

Special Education Teacher Approval Procedures.

Illinois State Office of the Superintendent of Public Instruction, Springfield, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child education; personnel; standards; teacher certification; professional education; state standards; school social workers; school psychologists; teacher education; speech handicapped; visually handicapped; mentally handicapped; aurally handicapped; emotionally disturbed; multiply handicapped; physically handicapped; educable mentally handicapped; trainable mentally handicapped; Illinois

Presented are the state's minimum training requirements for approval of school social workers and school psychologists, and of teachers in these areas: speech handicapped, blind, partially seeing, educable mentally handicapped, trainable mentally handicapped, deaf, maladjusted, multiply handicapped, physically handicapped in special classes, and physically handicapped in home instruction and hospital classes. Illinois colleges and universities offering programs in specific areas of special education are listed. (LE)

ABSTRACT 20047

EC 02 0047 ED 027 689
Publ. Date 69 216p.
Cruickshank, William M. and Others
Misfits in the Public Schools.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.00).

Descriptors: exceptional child education; handicapped children; administration; educational innovation; standards; teacher qualifications; administrator attitudes; administrator qualifications; teacher education; administrative policy; teacher attitudes; school role; universities; program planning; educational needs

Barriers to effective education of handicapped children and the roles of social agencies in a position to provide a climate for change and innovation are the focus of this book. Administrative ineptitude, unqualified administrators and teachers, poor standards for graduate students, inadequate teacher education, and attitudes toward education and change are considered. Thoughts on innovation include educational responsibility, four types of administrators, communication problems, four processes in innovation, and the problem of goals. The role of the university in the following aspects of innovation is examined: changes in special education over four decades, the school of education and its curriculum, dynamic planning, teacher selection, and the preparation of special education teachers. A discussion of the role of public schools considers attitudes toward children with unusual learning or adjustment problems, self concept, and means-end and multidisciplinary orientation. Federal support for programs, an idea oriented climate, a case study of a community, and suggestions for sharing in and organizing for innovation are also discussed. (RP)

ABSTRACT 20461

EC 02 0461 ED N.A.
Publ. Date 68 39p.
Sperber, Zanwil; Adelman, Howard
Empirical Evaluation of a Training Program for Preparing Teachers of Emotionally Disturbed Pre-School Children.
American Orthopsychiatric Association, New York, New York
Office of Education (DHEW), Washington, D. C.
EDRS not available
American Orthopsychiatric Association, 1790 Broadway, New York, New York 10019.
Paper Presented at the Meeting of the American Orthopsychiatric Association (Chicago, Illinois, March 23, 1968).

Descriptors: exceptional child research; emotionally disturbed; preschool children; program evaluation; evaluation methods; teacher evaluation; nursery schools; teacher education

A 1-year teacher training program for persons interested in working with emotionally disturbed preschool children was established to explore the potential of the active clinical setting as a training resource. Six college educated women, ranging in age from 29 to 45 years, were involved in the following: formal course work emphasizing child development with experiences in family interaction and therapeutic techniques; practicum activities emphasizing active participation in work with emotionally disturbed children, participation in staff meetings, and parent conferences; and field observation in other schools for handicapped children. A battery of research procedures and measurement instruments was evolved to test the trainees' ability to make cogent statements regarding the children, their effectiveness in interaction with children, and their maturity and sensitivity in interaction with parents. Assessment of impact revealed that all trainees reflected postive feelings toward the over-all program, and four judges independently verified a significant positive impact of the program on the trainees' abilitiy to conceptualize how they would cope with problems in the field. After graduation, all were actively involved as teachers of other teachers and trainees, providing demonstration, consultation, or direct supervision. (LE)

ABSTRACT 20787

EC 02 0787 ED 029 893
Publ. Date Sep 68 27p.
Lindsey, Alfred J.; Filson, Thomas
A Study Involving Development, Teaching, and Evaluation of the Results of a Course for Teachers Inservice. Devoted to the Practical Application of Linguistics, of Principles of Composition, and of Various Approaches to the Teaching of the Slow Learner. Interim Report.
Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-5-10-029
BR-5-0789
Alfred J. Lindsey, Jr., English Department, Western Illinois University, Macomb, Illinois 61458, or Thomas Filson, Education Department, University of Michigan, Flint, Michigan 48500 (Free or on Loan).

Descriptors: exceptional child research; applied linguistics; composition (literary); effective teaching; English instruction; extension education; inservice courses; inservice teacher education; linguisitics; secondary school teachers; self evaluation; slow learners; teacher attitudes; teacher education; teacher evaluation; teacher improvement; teacher response; teaching methods; Project English

The changeability of teacher ideas and performance by a short English extension course on principles of composition, practical applications of linguistics, and various approaches to teaching slow learners was explored. In 1965-66, three instructors spent 3 to 4 weeks in each of several schools in Illinois teaching their specialities to 66 junior and senior high school teachers. Before the extension course was taught, teachers completed questionnaires on their beliefs and teaching procedures. Each teacher was interviewed either one month or 12 months after completion of the course. The following data were gathered from the interviews: 94% of the teachers claimed a change in teaching performance; 61% claimed a change in thinking; the kinds of changes reported by the teachers, who lacked consensus on the course's main ideas, did not coincide with the main ideas suggested by the instructors; very few teachers reported any constraints against utilizing the new ideas in their teaching situations; teachers interviewed after one month reported a 91% change in teacher performance and after 12 months they reported a 95% change; an interviewer who was an instructor in the course found more change in teacher performance than did other interviewers. (Author/LH)

ABSTRACT 20818

EC 02 0818 ED 032 681
Publ. Date 68 112p.
Newman, Parley W.
Opportunities in Speech Pathology.
EDRS not available
Universal Publishing and Distributing Corporation, 235 East 45th Street, New York, New York 10017 ($2.95).

Descriptors: exceptional child services; speech handicapped; speech pathology; career opportunities; financial support; salaries; professional associations; certification; standards; professional personnel; professional services; professional education; fellowships; grants; voice disorders; articulation (speech); stuttering;

aphasia; retarded speech development; careers

The importance of speech is discussed and speech pathology is described. Types of communication disorders considered are articulation disorders, aphasia, facial deformity, hearing loss, stuttering, delayed speech, voice disorders, and cerebral palsy; examples of five disorders are given. Speech pathology is investigated from these aspects: the services and activities performed; the salaries, demands, and advantages and disadvantages; the development of the profession; educational preparation including sources of financial aid; and requirements and job seeking. The American Speech and Hearing Association (ASHA) and related organizations are discussed. Also provided are a list of training programs in speech pathology, a bibliography, the ASHA code of ethics, and the ASHA certification requirements. (RJ)

ABSTRACT 20819

EC 02 0819 ED 032 685
Publ. Date Mar 69 243p.
Adler, Edna P., Ed.
Journal of Rehabilitation of the Deaf: Deafness; Research and Professional Training Programs on Deafness Sponsored by the Department of Health, Education, and Welfare.
Professional Rehabilitation Workers With the Adult Deaf, Knoxville, Tennessee
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; research projects; professional training; federal aid; deaf; demonstration projects; grants; instructional materials; professional education; teacher education; research directors; agencies; medical research; deaf blind; audition (physiology); rehabilitation programs; directories; Department of Health, Eduaction, and Welfare

Research and professional training programs on deafness sponsored by the Department of Health, Education, and Welfare are introduced and detailed in chart form. The programs are listed according to the Department agencies responsible, including the following divisions of the Social and Rehabilitation Service: the Rehabilitation Services Administration, the Center for Research and Advanced Training in Deafness, the International Program, and the Children's Bureau. Also listed are the programs of the Bureau of Education for the Handicapped within the U.S. Office of Education and of the National Institute of Neurological Diseases and Blindness. (JD)

ABSTRACT 20888

EC 02 0888 ED 028 586
Publ. Date Apr 68 36p.
Careers in Special Education.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $0.25).

Descriptors: exceptional child education; career opportunities; handicapped children; gifted; mentally handicapped; emotionally disturbed; physically handicapped; visually handicapped; speech handicapped; language handicapped; aurally handicapped; agencies; teacher education; financial support

Intended for juniors and seniors in high school, college students who have not made career decisions, and others, the booklet provides information on careers in special education. The kinds of children involved, ways in which they can be helped, professional preparation, job opportunities, and ways to find out more about the field are described for these areas: mental retardation, gifted, behavioral disorders, physical disabilities, visual handicaps, speech and language disorders, and hearing impairment. New frontiers in special education and the challenge of tomorrow are discussed; a directory of 30 nongovernmental and 15 governmental agencies with interests in exceptional children is provided; and preparation programs and financial aid are mentioned. (RJ)

ABSTRACT 21197

EC 02 1197 ED 026 290
Publ. Date Oct 68 30p.
A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report.
Connecticut Universtiy, Storrs, School of Education
EDRS mf,hc

Descriptors: college school cooperation; community involvement; inservice teacher education; methods courses; preservice education; program descriptions; school community cooperation; teacher education; teacher experience; urban education

This interim report (written 4 weeks after the program had begun operation) of the model program describes the procedures to date (staffing, housing, testing, operation of the educational program, and the inservice program for public school personnel), evaluation (including student, cooperating inservice personnel, and outside evaluations), and anticipated modifications. Special features of the program include using community members as lecturers to interact with the students and serve as liaison with local minority groups, having students live together at a location within the urban community, and coordinating the preservice education program with an inservice program for public school personnel. Included in this report are two outside evaluations (primarily descriptive) of the program which were written by Raymond Budde, University of Maine, and Maureen Lapan, Rhode Island College. Appended is a daily activities log prepared by a student in the preservice teacher education part of the program. This program was the winner of the 1969 American Association of Colleges for Teacher Education Distinguished Achievement Award. (SG)

ABSTRACT 21225

EC 02 1225 ED 019 527
Publ. Date Jun 68 30p.
Weintraub, Frederick J., Ed.
Preparation of Special Education Personnel, New Directions and Opportunities. Proceedings of a Conference on the Education Professions Development Act and Its Applicability to Special Education (1st, Washington, D.C., June 13-14, 1968).
Council for Exceptional Children, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; legislation; personnel; professional education; federal programs; handicapped; disadvantaged youth; federal legislation; professional personnel; preschool programs; teacher aides; nonprofessional personnel; financial support; interagency coordination; conference reports; federal aid; Education Professions Development Act

Concerned with the need for and preparation of personnel in special education, the conference proceedings focus on the Education Professions Development Act (EPDA, Public Law 90-35) and the opportunities it provides. James J. Gallagher, Associate Commissioner, Bureau of Education for the Handicapped, discusses the problems to be met in Training Personnel for Special Education. Russell Wood, Deputy Associate Commissioner, Bureau of Educational Personnel Development, describes legislative provisions in EPDA--An Overview. Leonard Lucito, Director of Training Programs, Bureau of Education for the Handicapped, considers the relationship of the Bureau to the EPDA in Coordination for Effective Programming. In addition, the organization of the Bureau of Educational Personnel Development is described, and the major provisions of the EPDA are outlined. EPDA priority areas (and their relationship to special education) explored are the preparation of teacher aides and auxiliary personnel, special and general educators, and personnel for disadvantaged communities and for preschool programs. Information on the possible uses of the EPDA, a statement by the Bureau of Educational Personnel Development, and a list of conference participants are included. (JD)

ABSTRACT 21415

EC 02 1415 ED N.A.
Publ. Date Dec 69 4p.
Hart, Verna
The Blind Child Who Functions on a Retarded Level: The Challenge for Teacher Preparation.
EDRS not available
New Outlook for the Blind; V63 N10 P318-21 Dec 1969

Descriptors: exceptional child education; multiply handicapped; teacher education;

visually handicapped; mentally handicapped; teacher characteristics; teacher education curriculum; student teaching

The needs and steps in teacher preparation for those dealing with multiply handicapped students are discussed. Described is the teacher program at Peabody College including techniques for programing learning situations, prescriptive teaching, establishing priorities and using other staff. The needs for a structured program, the cooperation of parents, and student evaluation are emphasized. The Peabody master's degree program with a practicum included is outlined. (JM)

ABSTRACT 21485

EC 02 1485 ED 034 363
Publ. Date Apr 69 62p.
Hebeler, Jean R.; Simms, Betty H.
In-Service Program for Teachers of Educable Mentally Retarded Children. Final Report.
Maryland University, College Park
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-5-0407-4-11-3
BR-5-0407

Descriptors: exceptional child research; inservice teacher education; internship programs; program evaluation; teacher education; teacher attitudes; classroom environment; teacher behavior; teacher evaluation; curriculum evaluation

To extend and modify university teacher education to meet the needs of noncertified special class teachers, to improve the classroom program and to provide the opportunity for certification, 26 teachers took part in a 2 year educational program. Formal course work was combined with internship activities in which actual classroom assistance was provided by university or school system personnel. Case studies were used for study and actual practice. As a result of this program all teachers were certified; the merging of formal courses and internship was successful in 24 out of the 26 cases; and problems were dealt with generally in classes and more specifically by classroom visits. Alternative teaching methods and materials were explored, and most of the group came to value a functional curriculum and the development of new skills based on sequential steps. References, an appendix, and a list of tables are included. (Author/JM)

ABSTRACT 21488

EC 02 1488 ED 034 366
Publ. Date Jun 69 91p.
An Experimental Study of the Clinical Acquisition of Behavioral Principles by Videotape Self-Confrontation. Final Report.
Denver University, Colorado
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-8-071319-2814
BR-7-1319

Descriptors: exceptional child research; video tape recordings; self evaluation; speech therapists; feedback; teacher education; behavior change; reinforcement; evaluation methods; student evaluation; student attitudes

To determine the effect of videotape self-confrontation as a training device for speech clinicians, 30 students participated in a 12 month study. Ten experimental subjects were assigned to single confrontation, 10 to double confrontation, and 10 were control subjects. Each confrontation subject used a therapy matrix and scored his therapy session as he observed it. Each double confrontation subject was videotaped while completing the same process; he then watched himself watching himself. The student was able to study the sequence of events and the responses of himself and his clients. There was little difference between the single and double confrontation for most students, but for those with relatively poor self concepts significant shifts were made toward higher self esteem in double confrontation. A significant decrease in the number of negative reinforcements used in therapy was noted but there was no difference in the number of positive reinforcements used by the experimental subjects. Tables of findings, implications for the future, and appendixes are included. (Author/JM)

ABSTRACT 21508

EC 02 1508 ED 030 669
Publ. Date Jun 69 53p.
Phillips, Lottie
A Study of the Preparation of English Teachers for the Teaching of Slow Learners. Interim Report.
Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-5-10-029
BR-5-0789

Descriptors: exceptional child research; English instruction; low ability students; personality studies; personal values; slow learners; student teacher relationship; teacher attitudes; teacher background; teacher behavior; teacher education; teacher education curriculum; teacher evaluation; teacher influence; teacher qualifications; teaching skills; Project English

This study investigated the personal and academic qualifications essential for successfully teaching high school English to slow learners, and attempted to outline a curriculum that would foster the traits found desirable. Information was gathered from extensive reading by the investigator, questionnaires completed by 475 school administrators, questionnaires completed by 451 successful teachers of slow learners, and two workshops conducted at Olivet Nazarene College (Kankakee, Illinois). The administrators indicated strongly that the individual teacher's personality, professional or religious commitment, and philosophy of life directly affected successful teaching of the slow learner. The teachers surveyed found themselves very poorly prepared in sociology, anthropology, social welfare, psychology, and the cultural and behavioral patterns of the slow learner; and somewhat deficient in training in language, composition, reading instruction, adolescent literature, and methods of teaching English. The principal value of the study was in revealing the need for teacher-training courses to improve the instruction and understanding of slow learners. An extensive bibliography and the questionnaires are appended. (Author/LH)

ABSTRACT 21704

EC 02 1704 ED N.A.
Publ. Date Apr 69 6p.
McClaskey, Harris C.
Education of Librarians for Work with Exceptional Children.
EDRS not available
Top of the News; V25 N3 P273-8 Apr 1969

Descriptors: exceptional child education; library services; professional education; personnel; library programs; handicapped children; library specialists

The need of exceptional children for library services is discussed; also discussed are professional preparation and inservice education of the librarian planning to work with exceptional children. Educational and research needs are described; federal development programs are listed. (LE)

ABSTRACT 21767

EC 02 1767 ED 035 146
Publ. Date Aug 69 47p.
Hensley, Gene; McAlees, Daniel
Special Education in the West; Report of a Regional Survey by the Western Interstate Commission for Higher Education.
Western Interstate Commission for Higher Education, Boulder, Colorado
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; personnel needs; incidence; teacher education; professional education; state surveys; special education teachers; student enrollment; teacher supply and demand; state programs; statistical data; Western States

The report is based on a survey conducted in 1968 and 1969, involving university and state special educators in 13 western states, which provided estimates of need, demand, and supply of special education personnel. Data is supplied for the following: number of children in the west receiving special education in 1967-68, incidence of exceptionalities, number of special educators employed in 1968-69, training programs offered in each area during 1968-69, and sequences of training programs (1967-68) by colleges and by area of exceptionality. A related table presents this information for 1958-59. Fulltime enrollments in western training

programs and special degrees granted and sequences completed are shown for the decade 1958-1968. The number of students receiving financial support in 1967-68 and the numbers of faculty in 1968-69 and 1958-59 are reported. Summary sheets for each individual state are also included. (RJ)

ABSTRACT 21842

EC 02 1842 ED N.A.
Publ. Date (68) 24p.
College of Health Related Professions.
Florida University, Gainesville, College of Health Related Professions
EDRS not available
College of Health Related Professions, Florida University, Gainesville, Florida 32601.

Descriptors: exceptional child services; handicapped children; professional education; professional occupations; health services; administrative personnel; psychology; medical technologists; occupational therapy; physical therapy; rehabilitation counseling; communication problems; Florida

The concept of training health professionals in an interdisciplinary environment at the University of Florida's College of Health Related Professions is discussed. Teamwork and interprofessional communication and education are stressed for each of the related fields. Professions described by needs and training are clinical psychology, health and hospital administration, medical technology, occupational therapy, physical therapy, and rehabilitation counseling. Also outlined are communicative disorders, the rehabilitation research institute, and the J. Hillis Miller Health Center. (JM)

ABSTRACT 22071

EC 02 2071 ED 032 999
Publ. Date Mar 69 49p.
Schwartz, Lita Linzer
Survey of Certification Requirements for Teachers of Children with Learning Disabilities.
EDRS mf,hc
Paper Presented at the Conference of the Association For Children With Learning Disabilities (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child research; handicapped students; learning disabilities; special education; special education teachers; state surveys; teacher certification; teacher education; universities

The results of a survey of certification requirements for teachers of children with learning disabilities is reported in two parts: responses from 45 state and 9 provincial departments of public instruction in the United States and Canada and responses from 26 colleges and universities. The states are listed alphabetically, and information is summarized and, when appropriate, is directly quoted along with the responding source. The programs for children with learning disabilities, which varied greatly from state to state, are classified under a variety of categories in the different states, including learning disabilities, mentally retarded, emotionally disturbed/socially maladjusted, orthopedically handicapped, multiple disabilities/otherwise handicapped, and speech pathology/deaf. Of the 55 states and provinces responding, 34 states (62%) reported certification or endorsement requirements in the above areas. From the state surveys, requests for course descriptions were made to those colleges and universities mentioned, and their programs are summarized alphabetically according to college within the state. (CM)

ABSTRACT 22197

EC 02 2197 ED 037 849
Publ. Date 69 84p.
Ashmore, Lear, Ed.; Hanson, Grace, Ed.
Proceedings of the Conference on Undergraduate Preparation for Professional Education in Speech Pathology and Audiology (New Orleans, Louisiana, February 24-26, 1969).
American Speech and Hearing Association, Washington, D. C.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: professional education; audiology; speech pathology; undergraduate study; conference reports; communication problems; speech therapists; audiologists; professional occupations; college curriculum; college programs; curriculum development; personnel evaluation; standards; aurally handicapped; speech handicapped; professional training

The description of the conference of the American Speech and Hearing Association is introduced by a discussion of the background and procedures used in the conference. The general areas dealt with in the discussions were the necessary skills and knowledge of speech pathologists and audiologists, the improvement of professional education curricula, and methods of determining professional competency. Group discussions summarized cover education at the B.A. level, more flexible undergraduate programs, programs to develop various skills to be used in a multidisciplinary approach, a delineation of the basic knowledges needed, programs for paraprofessionals, the functions of the clinical practitioner, and standards of necessary experience and degree levels. Evaluation questionnaires on the structure and content of the conference, a list of participants, and a list of distributed materials are included. (JM)

ABSTRACT 22347

EC 02 2347 ED N.A.
Publ. Date Mar 70 11p.
Conine, Tali A.; Ramsden, Elsa L.
Master's Degree Programs in Physical Therapy.
EDRS not available
Physical Therapy; V50 N3 P365-76 Mar 1970

Descriptors: physical therapy; masters degrees; degree requirements; professional education; graduate study

Data on graduate physical therapy programs was compiled by studying course descriptions at eleven universities and by gathering information on entrance requirements, types of degrees, and graduation requirements such as exams, research projects, or theses. Considerable diversity was found in these areas, and the similarity between undergraduate and graduate courses was found to be striking. (RJ)

ABSTRACT 22408

EC 02 2408 ED N.A.
Publ. Date 70 303p.
Berger, Milton M., Ed.
Videotape Techniques in Psychiatric Training and Treatment.
EDRS not available
Brunner/Mazel, Inc., Publishers, 80 East 11th Street, New York, New York 10003 ($15.00).

Descriptors: emotionally disturbed; psychotherapy; psychiatry; video tape recordings; television; technology; training techniques; professional education

The collection of papers on the use of videotapes in psychiatric training and therapy includes discussions on the history and techniques of videotape therapy, training and supervision in psychotherapy, and the use of television as a treatment tool in hospitalized patients, individuals, and group therapy situations. Also described are the legal, moral, and ethical considerations of the technique and the technical and artistic aspects involved. Bibliographies and glossaries are provided. (JM)

ABSTRACT 22489

EC 02 2489 ED N.A.
Publ. Date 69 311p.
Tuckman, Bruce W., Ed.; O'Brian, John L., Ed.
Preparing to Teach the Disadvantaged.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022.

Descriptors: exceptional child education; disadvantaged youth; teacher education; teacher programs; social psychology; social characteristics; educational philosophy; anthropology; guidance counseling; masters degrees; manpower development; institutes (training programs); urban education; learning experience; educational programs

Designed to suggest programs for the training of teachers for disadvantaged youth, the text offers a variety of college designs. Described are the teacher and the psychology of the culturally deprived, an anthropological view of poverty, a sociological perspective on teacher education, explorations in the role of youth guidance, and special education for teachers of disadvantaged youth.

Other programs discussed are concerned with an educational perspective of the teacher of the disadvantaged, meeting the needs of disadvantaged youth in a disciplinary school, job oriented learning experiences, and manpower development training. Papers also offer suggestions for a Master's degree program for teachers of the disadvantaged, a human relations institute, the Project Beacon training program, and a Master's degree in urban education and total mobilization of resources for change. (JM)

ABSTRACT 22982

EC 02 2982 ED N.A.
Publ. Date Sum 70 4p.
Juliar, Helen
A Model for Relating an IMC to a Teacher Education Program.
EDRS not available
Exceptional Children; V36 N10 P753-6 Sum 1970

Descriptors: exceptional child services; handicapped children; instructional materials centers; teacher education

Described are the attempts of the Special Education Instructional Improvement Laboratory at the University of Minnesota to redefine the traditional IMC functions and to become a model for teacher education institutions. Expanded opportunities in service, research, search, development, and dissemination are the laboratory's goals. (Author)

ABSTRACT 23162

EC 02 3162 ED 039 387
Publ. Date Apr 70 119p.
Preparation of Personnel. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; professional education; nonprofessional personnel; teacher education; behavior; learning disabilities; administrative personnel; diagnostic teaching; intervention; educational innovation; conference reports

The report of the 1970 convention of the Council for Exceptional Children includes a workshop on the need for teacher training in the behavioral and learning disability areas. The workshop proceedings discuss innovations in teacher training by James T. Tompkins and George T. Donahue, a prescriptive teaching system by Laurence J. Peter and Keith H. Sharpe, and a crisis model of teacher training by Nocholas Long. Topics also concern the future of training administrators by Daniel D. Sage, the movement of nonprofessional personnel to teaching positions by Marlys M. Mitchell, and the training of professionals and paraprofessionals in early intervention with atypical infants by Mary Ann Newcomb. (JM)

ABSTRACT 23194

EC 02 3194 ED N.A.
Publ. Date 56 10p.
Adams, Martha
Professional Education of Nurses to Care for Children Who Are Retarded.
EDRS not available
International Journal of Nursing Studies; V3 P181-90 Dec 1966

Descriptors: exceptional child education; mentally handicapped; nurses; nursing; professional education; professional personnel; health personnel; pediatrics

Responsibilities of nurses in caring for the mentally handicapped mentioned are prevention, early case finding, followup care, counseling, and concern with community supportive services. The nursing assessment and plan of action are discussed and reports of students involved in work with children are provided. Feelings students had about the children and an example of a method for teaching self feeding are discussed. Also discussed is teacher behavior in preparing nurses. (RI)

ABSTRACT 23293

EC 02 3293 ED 038 548
Publ. Date Mar 70 65p.
Education of Handicapped Children Scholarship Program.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; professional education; scholarships; federal programs; directories; fellowships; federal aid; training allowances; summer programs; undergraduate study; graduate study; institutes (training programs); handicapped children

The document is designed to assist individuals seeking federal scholarships for professional training in the education of handicapped children. Information is provided defining handicapped children, the purposes of scholarships, types of scholarships available, and payment of tuition and fees. Also, details are given regarding who may receive a scholarship and how and where to apply. A directory lists state educational agencies and institutions of higher learning offering federal scholarships. Entries, arranged by state or territory, specify scholarship award areas and types of scholarships available. (JD)

ABSTRACT 23573

EC 02 3573 ED 042 306
Publ. Date Jul 70 21p.
Saettler, Herman
Students in Training Programs in the Education of Handicapped Children and Youth, 1968-1969. A Summary Report.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; professional education; federal aid; teacher education; personnel needs; graduate study; undergraduate study

A questionnaire was designed to determine the number of students receiving training in the education of the handicapped by level and type, and the existing pattern of training programs throughout the United States and within particular geographical regions. Of 628 questionnaires mailed to 468 different colleges and universities, about 99% usable questionnaires were returned. Results indicated that cooperative effort at the local, state, and federal levels had contributed significantly to providing education for the handicapped. Statistical tables and data are given. (JD)

ABSTRACT 23574

EC 02 3574 ED 042 307
Publ. Date Jul 70 15p.
Saettler, Herman
A Directory of Doctoral Level Training Programs in Special Education for the Handicapped--1969.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; professional education; directories; doctoral programs

The directory lists doctoral training programs for special education by state and by specialized areas of handicapping conditions and training. The chairman of each program is named and his address given. (JD)

ABSTRACT 30101

EC 03 0101 ED 043 175
Publ. Date 70 213p.
Braun, Samuel J.; Lasher, Miriam G.
Preparing Teachers to Work With Disturbed Preschoolers.
Tufts University, Medford, Massachusetts
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
Department Of Child Study, Tufts University, Medford, Massachusetts 02155.

Descriptors: teacher education; emotionally disturbed; preschool children; institutes (training programs); teacher role; teaching methods; seminars; workshops; teaching styles; program descriptions; preservice education; Tufts University (Massachusetts)

The program for training teachers of disturbed preschoolers conducted at the Department of Child Study at Tufts University is described in terms of origin and need, administrative concerns, and the philosophy regarding the role of a teacher with the emotionally disturbed. Additional aspects of the program which are discussed include the training model, seminar content, sensitivity training, curriculum workshops, procedures of tutoring, techniques of supervision, and summer consultation activities. Research studies on teaching styles and trainees' reactions to the program are also noted. Extensive bibliographies are provided in the appendix. (RD)

ABSTRACT 30221

EC 03 0221 ED N.A.
Publ. Date Oct 70 5p.
Mitchell, Marlys Marie
Teacher Education: Special Education Clinic: An Instructional Core.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N3 P146-50 Oct 1970

Descriptors: exceptional child education; teacher education; clinical experience; laboratory training; student teaching; preservice education; North Carolina University

A Special Education Clinic, established at the University of North Carolina to provide practical, supervised experience in the process of instruction, is seen as being significant in the preparation of teachers. Purposes and goals of the clinic are identified and administrative procedures are described. Its primary function as an instructional medium for university students allows for unusual flexibility and focus on desired behaviors and competencies. A typical day at the clinic is described. (Author)

ABSTRACT 30385

EC 03 0385 ED 043 980
Publ. Date Jun 70 70p.
Hensley, Gene, Ed.; Patterson, Virginia W., Ed.
Changing Patterns of Professional Preparation and Services in Special Education. Selected Papers of a Working Conference (San Diego, California, March 9-11, 1970).
Western Interstate Commission For Higher Education, Boulder, Colorado
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-7-2265(607)

Descriptors: exceptional child education; professional personnel; teacher education; conference reports; educational trends; student evaluation; services; inservice teacher education; preservice education; volunteers; ancillary services; nonprofessional personnel; administration; supervision; program descriptions; professional education

Selected papers from the conference on changing patterns of professional preparation and services in special education held in San Diego, California (March 9-11, 1970), contain topics of teacher assessment of students, by Wayne Lance, and educational services based on learning characteristics of pupils, by William Hall. Also included are Joseph Lerner's description of inservice and preservice programs of professional preparation, and Keith Larson's treatment of the use of ancillary preprofessionals and volunteer personnel in special education. The concepts of administration and supervision of special education are presented by Ernest Willenberg, and instructional programs for exceptional children are suggested by John Matson. Selected comments from small group discussions held at the conference are included. (RD)

ABSTRACT 30394

EC 03 0394 ED N.A.
Publ. Date Oct 70 7p.
McKenzie, Hugh S. And Others
Training Consulting Teachers to Assist Elementary Teachers in the Management and Education of Handicapped Children.
EDRS not available
Exceptional Children; V37 N2 P137-43 Oct 1970

Descriptors: teacher education; itinerant teachers; behavior change; handicapped children; exceptional child services; teaching methods; consulting teachers

A graduate program designed to train consulting teachers is discussed. Students were instructed in behavior modification techniques and in means of assisting regular classroom teachers with the social and academic behaviors of handicapped children. Three case studies illustrating the types of projects conducted by students are presented. (Author)

ABSTRACT 30450

EC 03 0450 ED N.A.
Publ. Date 67 45p.
Gallagher, William F., Ed.
Selection, Training, and Placement of Qualified Blind Teachers in Teaching Positions in the Public School Systems at Both the Elementary and the Secondary Grade Levels.
New York Association For The Blind, New York
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
New York Association For The Blind, 111 East 59th Street, New York, New York 10022.
Report Of The National Training Institute (New York, New York, May 2-4, 1967).

Descriptors: visually handicapped; teachers; teacher education; teacher qualifications; teaching methods; employment opportunities; public schools; job placement; conference reports

The report on blind teachers in the public school system is intended for school, college, and placement bureau officials. Presented are workshop-developed guidelines for the selection, training, and placement of qualified blind teachers (the result of group workshops). The conference keynote address on the visually impaired teacher as an untapped resource, responses to the address, and summaries of discussions on blind teachers' observations, impressions, experiences, and teaching techniques are also included. (KW)

ABSTRACT 30585

EC 03 0585 ED 042 366
Publ. Date Jun 70 95p.
Boone, Daniel R.; Stech, Ernest L.
The Development of Clinical Skills in Speech Pathology by Audiotape and Videotape Self-Confrontation. Final Report.
Denver University, Colorado, Speech And Hearing Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-9-071318-2814
BR-1381

Descriptors: exceptional child research, speech handicapped; aurally handicapped; speech therapists; professional education; audiovisual instruction; video tape recordings; phonotape recordings; speech therapy

Twenty student speech and hearing clinicians were studied on the relative effectiveness of using audiotape and videotape confrontation group, and ten to the videotape group. Each listened to segments of their taped therapy sessions, scoring them as they listened. Changes were found among all subjects in their knowledge of and attitude toward behavioral concepts which were tested before and after the experiment. No significant changes in amount of positive reinforcement given over the 8 weeks were noticed, but more negative reinforcers (punishment) were used. Results showed both modes of self-confrontation were effective in changing the verbal behaviors of student clinicians, and both lent themselves well to training clinicians. (Author/KW)

ABSTRACT 30714

EC 03 0714 ED N.A.
Publ. Date 70 4p.
Kendall, David C.
The Training of Educational Personnel to Work in the Rehabilitation Field.
EDRS not available
Rehabilitation Digest; V2 N2 P7-10 Fall 1970

Descriptors: exceptional child education; teacher education; teacher qualifications; handicapped children; Canada

Problems of training special teachers in the education of handicapped children are considered. Educational approaches toward handicapped children in Canada are noted. Qualifications of special education teachers are discussed, and recommendations for training are made. (MS)

ABSTRACT 30789

EC 03 0789 ED N.A.
Publ. Date 62 68p.
Rudloff, Joseph S.
Recruiting Teachers for the Deaf.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($4.25).

Descriptors: exceptional child research; aurally handicapped; deaf; questionnaires; teachers; recruitment; teacher qualifications; literature reviews; school role; teacher supply and demand

To assemble data which would suggest a more successful approach to recruiting teachers for the deaf, 130 questionnaires were circulated to certified teachers. It was noted that the schools for the deaf play the most important role in the

recruiting process, and that personnel of the schools as well as contact with the deaf were motivating factors for the role. Concern for lack of unity in educational methods and administrative programs for the deaf were reflected in the responses. To supplement the study, the author reviewed current literature on the child, the teacher, and the techniques employed. (CD)

ABSTRACT 30850

EC 03 0850 ED N.A.
Publ. Date Dec 70 7p.
Henley, Charles E.
A View of the Field Experience in Special Education Administration.
EDRS not available
Exceptional Children; V37 N4 P275-81 Dec 1970

Descriptors: administration; internship programs; practicums; program descriptions; supervisory training; graduate study; administrator intern

The field placement is one of the universal elements presently found in USOE supported college and university programs for the preparation of special education administrators. This article presents a general discussion of the field placement, a description of the field placement program as developed at Michigan State University, and some observations with regard to this aspect of present university programs. (Author)

ABSTRACT 30967

EC 03 0967 ED N.A.
Publ. Date 70 150p.
Preparation of Personnel in the Education of the Handicapped, Parts 1-3.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
Department Of Health, Education, And Welfare, Office Of Education, Washington, D. C. 20202.

Descriptors: exceptional child education; handicapped children; grants; professional education; teacher education; federal aid; guidelines; colleges; universities; financial support; project applications; graduate study; fellowships; institutes (training programs); program development

Three booklets concerning preparation of special education teachers and related personnel (applicable Summer 1971 and academic year 1971-72) constitute a manual for use by institutions of higher education in applying for and administering programs authorized by Public Law 91-230, Education of the Handicapped Act, Parts D and G. Guidelines and appendixes assist in the preparation of applications for grants, and terms and conditions for the grant program's administration are specified. Grants are available to institutions of higher learning preparing persons who are, or who are studying to be, special education teachers or clinicians, supervisors or administrators, specialists providing services to handicapped children, professors of institutions of higher learning, and researchers. Types of grants available are described. These include grants for undergraduate traineeships, graduate fellowships, summer traineeships, special study institutes, program development, and special projects. (KW)

ABSTRACT 31249

EC 03 1249 ED 046 165
Publ. Date Nov 69 144p.
Meyen, Edward L.
Demonstration of Dissemination Practices on Special Class Instruction for the Mentally Retarded: Utilizing Master Teachers as In-Service Educators, Volume I. Final Report.
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-3-7-02883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; program design; inservice teacher education; program descriptions; teacher developed materials; guidelines; models

The document is the first of three volumes (Volume 3 is a film) dealing with the demonstration of dissemination practices on special class instruction for the mentally handicapped utilizing master teachers as inservice educators. Volume I is a report on functions and guidelines for replication. Inherent in the volume is a detailed discussion on the design of the model. Every aspect of the project is reviewed. An overview of the model, consulting teacher concept, development of curriculum materials, training sessions, special activities, and an organizational model for operations and continuation are given. (CD)

ABSTRACT 31379

EC 03 1379 ED N.A.
Publ. Date 69 10p.
The Teacher of the Handicapped: Chapter 14 in the Education Professions, 1968.
Office Of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.75).

Descriptors: exceptional child education; professional personnel; teachers; national surveys; trend analysis; teacher education; professional education; teacher supply and demand; personnel evaluation; federal aid; educational needs; federal legislation; Education Professions Development Act

Chapter 14 of the 1968 assessment of the state of the education professions focuses upon the teacher of the handicapped at the elementary and secondary levels. The report is intended to provide perspective on trends in programs of education, delineate needs for personnel and how these needs are being met, and indicate the plans of the Commissioner of Education for allocating funds authorized by the Education Professions Development Act of 1967 in relation to the plans and programs of other federal agencies. The growing need and demand for special education services, and the concomitant increasing financial and legislative support, are pointed out. Attention is given to changing educational settings for rehabilitation and education, the upward trend in population and redefinition of the school population (i.e., more and better diagnostic techniques), the change in staffing patterns toward a team approach, and the growth and inadequacies of professional training programs. Plans for meeting personnel needs including a review of the federal effort, are outlined. (KW)

ABSTRACT 31422

EC 03 1422 ED N.A.
Publ. Date 70 221p.
Stinnett, T. M.
A Manual on Certification Requirements for School Personnel in the United States.
National Education Association, Washington, D. C.
EDRS not available
Publications-Sales Section, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($6.00).

Descriptors: exceptional child education; teachers; special education teachers; teacher certification; professional personnel; state standards; certification; teacher education; accreditation (institutions); colleges; universities; educational programs

The 1970 Certification Manual provides information about requirements for teaching and other school positions in each state. The first two chapters discuss innovations in teacher education, certification, and accreditation, and summarize preparation and certification standards and procedures. The third chapter specifies, by state, the certification requirements for teachers, supervisors, administrators, and special school service personnel. Included are the requirements for special education teachers. The final chapter lists, state by state, the approved teacher education institutions, types of accreditation, and types of teacher education programs for which the institutions are approved. (KW)

ABSTRACT 31437

EC 03 1437 ED N.A.
Publ. Date Jan 71 3p.
Leith, William R.
Clinical Training in Stuttering Therapy: A Survey.
EDRS not available
ASHA; V13 N1 P6-8 Jan 1971

Descriptors: speech handicapped; stuttering; speech therapists; professional education; surveys; graduate study; speech clinics

Fifty graduate training programs in speech pathology were surveyed regard-

ing number of graduate trainees and number of stuttering clients available for training purposes. Overall and on the average the ratio of trainees to clients was 2 to 1. If each trainee was expected to receive clinical training with preadolescent, adolescent, young adult, and adult stutterers, the ratio became 9 to 1. Most programs offered both individual and group therapy for stutterers. If trainees were expected to receive training in both, the ratio became 18 to 1. The obvious problem of providing adequate clinical experience is pointed out. (Author/KW)

ABSTRACT 31471

EC 03 1471 ED 046 206
Publ. Date Sep 70 45p.
Blumberg, Allen
A Pilot Project for Preparing Special Education Teachers Regarding New Teaching Methods. Final Report.
West Virginia University, Morgantown
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
BR-70-018-001

Descriptors: exceptional child research; teacher education; teaching methods; mentally handicapped; case studies (education); operant conditioning; programed instruction; psycholinguistics; inservice teacher education

The study relates an attempt to prepare teachers of the mentally retarded regarding new teaching methods. Emphasis is placed on methods of learning rather than the careful diagnosis of the child's disability. Through the study, selective groups of special education master teachers (supervisory personnel with classroom experience) were trained in three methods: operant conditioning, psycholinguistics, and programed learning. The teachers learned the theoretical model and functional application of each method in order to serve as leaders and consultants in inservice training. The results of using the three methodologies with retarded children are presented by the use of illustrative case studies. Based on the positive results of the study, recommendations are presented for the implementation of the training of special education teachers. (CD)

ABSTRACT 31521

EC 03 1521 ED 046 441
Publ. Date 70 102p.
Exceptional Children Conference Papers: Instructional Technology for Personnel Training.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Special Conference On Instructional Technology (San Antonio, Texas, December 1-4, 1970).

Descriptors: exceptional child education; instructional technology; conference reports; inservice teacher education; professional personnel; parent role; demonstraton projects; self help programs

A collection of nine papers selected from those presented at the Special Conference on Instructional Technology (San Antonio, Texas, December 1-4, 1970) concern instructional technology for personnel training. Included in the collection are papers on demonstration projects in instructional technology (purposes, planning, and problems), instructional technology as defined and applied to personnel training, packaging parental materials for teaching self help skills to multiply handicapped children, a new media specialists training program, accountability in teacher preparation, teacher-directed inservice education (a change agent for instructional technology), long distance microtraining, and packaged self instruction materials for isolated teachers of the handicapped. Other collections of papers from the conference are available as EC 031 520 (Adoption of Technology and Program Development), EC 031 522 (The Improvement of Special Education through Instructional Technology), EC 031 523 (Communication, Production, and Dissemination of Instructional Technology), and EC 031 524 (The Use and Evaluation of Instructional Technology in the Classroom). (CD)

ABSTRACT 31525

EC 03 1525 ED 046 445
Publ. Date 70 45p.
Exceptional Children Conference Papers: Pre- and Inservice Teacher Training.
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented At The Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970).

Descriptors: exceptional child education; inservice teacher education; conference reports; institutes (training programs); preservice education; college preparation; teacher education; clinical professors; special education teachers

Eight papers selected from the CEC Northwest Regional Conference (Vancouver, British Columbia, October 21-24, 1970) cover pre and inservice teacher training. The role of university personnel in the training of special education, training from the point of view of a director of special education, the role of the clinical professor in upgrading special education teacher training programs, two papers on the teacher as part of the special education training team, the how and why of inservice programs, and two presentations on professional preparation in recreation and physical education for the handicapped are featured. Other collections of papers from the conference are available as EC 031 526 (Social and Institutional Changes in Special Education), EC 031 527 (Administrative Procedures and Program Organization), EC 031 528 (Involvement of Parents in School Programs), and EC 031 529 (Teaching Strategies, Methods, and Instructional Materials). (CD)

ABSTRACT 31721

EC 03 1721 ED N.A.
Publ. Date Mar 71 2p.
Harth, Robert
Attitudes Concerning Undergraduate Programs for the Preparation of Teachers of the Emotionally Disturbed.
EDRS not available
Exceptional Children; V37 N7 P540-1 Mar 1971

Descriptors: exceptional child research; emotionally disturbed; teacher education; undergraduate study; teacher attitudes; surveys

Questionnaires filled out by 103 professionals involved in the preparation of teachers of disturbed children, representing 64 colleges and universities, indicated attitudes concerning undergraduate education for teachers of the disturbed. The survey showed that 55% of the respondents favored undergraduate preparation programs, 25% did not, and the rest were either undecided or not able to answer. Reasons for the pro and con attitudes are divided into major categories and the percentage of reasons given in each category is listed. Major reasons professionals favored undergraduate programs revolved around manpower issues and curricular issues (4 years of training are better than 1 graduate year). Major opposing reasons also concerned curricular issues (undergraduate years not long enough, programs too specialized for undergraduates). (KW)

ABSTRACT 31836

EC 03 1836 ED N.A.
Publ. Date Apr 71 7p.
Schwartz, Louis
A Clinical Teacher Model for Interrelated Areas of Special Education.
EDRS not available
Exceptional Children; V37 N8 P565-71 Apr 1971

Descriptors: exceptional child education; special education teachers; teacher education; models

A teacher preparation model for interrelated areas in special education is described. The model provides behaviorally defined specifications of competencies desired, criterion measures for assessing entry and proficiency, and instructional options available for achieving these objectives. A program is outlined for teacher education from the junior undergraduate level through the master's degree, with possible doctoral level extension. Evaluation of the model is two fold and concerns the project's effectiveness in teacher preparation and eventually, in pupil gains. The model synthesizes the common competencies necessary for teachers in interrelated areas of special education. (Author)

ABSTRACT 31971

EC 03 1971 ED 048 699
Publ. Date 69 28p.
Rules and Regulations for Special Education Programs.
Michigan State Department of Educa-

tion, Lansing, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state legislation; teacher qualifications; standards; Michigan

Michigan laws concerning special education are listed along with regulations for approval of teachers of various handicapping conditions. Areas covered are the emotionally disturbed, educable and trainable mentally retarded, teacher/counselors for the physically handicapped, speech handicapped, homebound, hospitalized, aurally handicapped, visually handicapped, and crippled or health impaired. Also included are rules governing state aid for special education directors and supervisors. (RJ)

ABSTRACT 32039

EC 03 2039 ED 048 719
Publ. Date Dec 70 233p.
The Development and Evaluation of Reality-Based Simulation Materials for the Training of Special Education Administrators in State Departments of Education. Final Report.
Syracuse University, New York, Division of Special Education and Rehabilitation
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-1290(603)

Descriptors: exceptional child research; administrator role; professional education; simulation; state departments of education; models; teaching methods; inservice education

A project was conducted to develop and evaluate a reality-based simulation model of the role of a special education administrator in a state education agency, for use in the training of administrators of special education in state education agencies. Three specific objectives of the study were to develop a set of reality-based items based on observed situations in state education agencies, develop a training model using these items in a simulated environment approach, and assess the model's effect on trainees in the skill areas of information processing, sensitivity to issues, and organizing and planning. Implementation of the training model consisted of administering the materials to 23 new staff members of different state education agencies during a 2-week workshop. Evaluation instruments included interviews with subjects, completion of a written opinionnaire by subjects following the workshop, and administration of the Trial Problem Solving Exercise to measure growth of skill in information processing, sensitivity to issues, and organizing and planning. Evaluation data showed the study successful in achieving the first two specific objectives (development of materials and use as training model), but no evidence confirmed the effectiveness of the simulation exercise on the three target skill areas. (KW)

ABSTRACT 32084

EC 03 2084 ED N.A.
Publ. Date Apr 71 3p.
Christiansen, Ted
An Integrated Undergraduate Program in Mental Retardation.
EDRS not available
Education and Training of the Mentally Retarded; V6 N2 P67-9 Apr 1971

Descriptors: teacher education; special education teachers; educable mentally handicapped; undergraduate study; mentally handicapped; program descriptions; Madison College

A 4-year undergraduate program at Madison College (Harrisonburg, Va.) to prepare teachers of the mentally retarded is described. The core of the program is designed to provide a series of field experiences beginning at the freshman level and to promote the integration of class work with field experiences for maximum effectiveness. (Author)

ABSTRACT 32214

EC 03 2214 ED 050 500
Publ. Date Apr 71 117p.
Brolin, Donn; Thomas, Barbara
Preparing Teachers of Secondary Level Educable Mentally Retarded. Project Report No. 1.
Stout State University, Menomonie, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-4818(603)

Descriptors: exceptional child education; educable mentally handicapped; vocational education; program proposals; teacher education; mentally handicapped; secondary school students; program development; interpersonal competence; conference reports; questionnaires; models; Wisconsin

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model, include eight papers which deal with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

ABSTRACT 32221

EC 03 2221 ED 050 507
Publ. Date Aug 70 112p.
Garove, William E. and Others
The Development of In-Service Programs for Leadership Personnel Employed in Residential Institutions for the Mentally Retarded. Final Report.
Pittsburgh University, Pennsylvania; Pennsylvania State Department of Public Welfare, Harrisburg, Office of Mental Retardation
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEC-21-22366

Descriptors: mentally handicapped; inservice education; simulation; program design; institutional administration; institutions; professional education; program development

The purpose of the project was to develop a reality-based simulator with training materials as one component of preservice and inservice training programs for persons in leadership positions in public residential institutions for the mentally handicapped. In order to identify the responsibilities and problems of leadership personnel, site visits, consultations, and personal interviews were conducted. The problems identified concerned medical staff, personnel management, department heads, business management, physical plant, patients, community relations, policies and regulations, and nursing staff. A simulated institution was designed from reality based incidents gathered from interviews in state schools and hospitals for the mentally handicapped. The development of preservice and inservice training exercises to implement the simulator was still in the planning stage at the time the report was written. An assessment of the reliability of the simulator through pilot investigations was also planned. A review of literature and a feasibility study conducted at the beginning of the project led the researchers to believe such a simulated program can provide a vehicle for experimentation and research to produce meaningful changes in the management of real institutions for the mentally handicapped. (CD)

ABSTRACT 32373

EC 03 2373 ED 050 530
Publ. Date Apr 71 46p.
A National Mental Retardation Manpower Model.
National Institute on Mental Retardation, Toronto, Ontario, Canada
Canadian Association for the Mentally Retarded, Toronto, Ontario
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; manpower needs; nonprofessional personnel; professional education; curriculum design; professional personnel; models; Canada

The report of the Task Force established by the Canadian National Institute on Mental Retardation concerns a compre-

hensive planning and organization program for training personnel, especially associate professionals, in the field of mental retardation to provide a more effective utilization of manpower. Summarized are results of surveys of existing training programs available for professional, associate professional, and volunteer personnel, including preschool, home care, residential, and occupational vocational training programs. A training curriculum for associate professionals at four diploma levels is detailed. Improved methods for utilizing all personnel in the field of mental retardation and allied developmental handicaps are recommended, as is a pattern of implementation indicating the specific roles and responsibilities of local, provincial, and national agencies and institutions. A total of 38 recommendations related to manpower training and utilization are presented. (KW)

ABSTRACT 32391

EC 03 2391 ED N.A.
Publ. Date 71 19p.
Lombardi, Thomas P.
Changing Institutional Structures for Effective Special Education Programs.
EDRS not available
University of Arizona Press, Box 3398, College Station, Tucson, Arizona 85700 ($1.00).

Descriptors: exceptional child research; teacher education; inservice teacher education; summer programs; program evaluation; changing attitudes

Designed to develop training-practice-demonstration centers of pre and inservice education for teachers, administrators, parents, and teachers' aides who work with exceptional children in the public school classroom, the project was conducted in a camp setting and focused primarily on the needs of the physically and mentally handicapped. Following two intensive six-week summer sessions, followup activities were continued throughout the academic year utilizing such methods as workshops, symposia, and publications. Interpersonal aspects of attitude change and self-actualization of the program participants were measured and analyzed. Recommendations were made to support summer camp programs for exceptional children, sensitivity training for educators, a readiness program to facilitate the child's adjustment in a regular classroom, and changes in thinking and attitudes to more effectively integrate the exceptional child in his community. (RD)

ABSTRACT 32413

EC 03 2413 ED 050 536
Publ. Date 70 170p.
Kass, Corrine, Ed.
Advanced Institute for Leadership Personnel in Learning Disabilities. Final Report.
Arizona University, Tucson, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-9-121013-3021(031)
Proceedings of the Advanced Institute for Leadership Personnel in Learning Disabilities (Tucson, Arizona, December 3-6, 1969).

Descriptors: exceptional child education; learning disabilities; teacher education, teacher role; special education teachers; inservice teacher education; conference reports; institutes (training programs)

Reported upon is an institute involving 87 participants representing leadership personnel in the field of learning disabilities, held December 3-6, 1969, in Tucson, Arizona. The institute's purpose was to upgrade the leadership personnel through exchange of information on issues in pre- and in-service training programs. Historical background, purposes, and organization of the institute are described. Proceedings presented include the committee reports of the seven groups into which participants were divided. Each working committee discussed specific roles and functions of teachers of the learning disabled, and implications for preparing such personnel. Also included are texts of the keynote speech by Leonard Lucito, in which he reviewed activities of the Bureau of Education for the Handicapped regarding teacher training for the future, and texts of the two main speeches by Richard Usher and Martin Dworkin. Usher's speech concerned teacher education in general, with emphasis of his research findings on teacher effectiveness and his point of view on future directions in teacher education, while Dworkin gave a philosopher's view of moral issues involved in changing children's learning behavior. Appended are reflections and comments by the institute's elder statesmen: William Cruickshank, Marianne Frostig, Newell C. Kephart, Samuel A. Kirk, and Helmer Myklebust. (KW)

ABSTRACT 32460

EC 03 2460 ED N.A.
Publ. Date 71 7p.
Lerner, Janet W. and Others
Bridging the Gap in Teacher Training.
EDRS not available
Academic Therapy Quarterly; V6 N4 P367-73 Sum 1971

Descriptors: exceptional child research; learning disabilities; student teaching; demonstration projects; teacher education; college students

The article describes a pilot camp project designed to experiment with a way to provide clinical experiences and in-depth seminar study for prospective and experienced teachers working with learning disabled children. Three groups participated in the project: graduate students, undergraduate students, and children with learning disabilities. The graduate students were responsible for two clinical teaching periods per day for intensive work with a child. The undergraduates were responsible for structuring camp instruction for each child according to the child's needs. Evaluation questionnaires were given to each group of participants. It was felt that for the undergraduate, the workshop provided an opportunity to see the whole child and realize the amount of responsibility vested in themselves as future teachers. For the graduate student, it was concluded that the program developed their knowledge of the learning disabilities field, provided specialized diagnostic and teaching competencies, and renewed their zeal for teaching. (CD)

ABSTRACT 32474

EC 03 2474 ED N.A.
Publ. Date 71 157p.
Offer, Daniel, Ed.; Masterson, James F., Ed.
Teaching and Learning Adolescent Psychiatry.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; emotionally disturbed; adolescents; psychiatry; psychiatrists; professional education; family counseling; educational programs

Nine papers presented at the Conference on Training in Adolescent Psychiatry held at the University of Chicago, November 14-15, 1969 concern the teaching and the learning of the art of psychotherapy with adolescents. The first paper looks at the process of teaching and learning adolescent psychotherapy from a somewhat philosophical point of view, considering motivations, satisfactions, and problems of both teacher and student. Of four papers describing actual training programs, two reflect the more traditional emphasis on the one-to-one relationship as the core of the learning experience and two reflect recent emphasis on community or social-psychiatric approaches. Treated are the role of experience with inpatients, training of psychiatric residents in a student mental health clinic, training in a large city hospital, and training of psychiatrists for college practice. The fifth paper deals with one specific mode of treatment: family therapy. Two papers by sociologists present sociological perspectives on adolescent psychiatry. The final paper summarizes problems raised at the conference. Appended is an official position statement on training by the American Society for Adolescent Psychiatry. (KW)

ABSTRACT 32707

EC 03 2707 ED N.A.
Publ. Date Sum 71 5p.
Lilly, M. Stephen
Forum: A Training Based Model For Special Education.
EDRS not available
Exceptional Children; V37 N10 P745-9 Sum 1971

Descriptors: exceptional child education; handicapped children; educational methods; regular class placement; special

education teachers; models; administrative change

Presented is an overview of a training based model for special education services whose goal is to equip regular classroom teachers with skills enabling them to cope with problem situations. The model is set forth as an alternative to the special services model presently utilized by special education, i.e., special classes for exceptional children. Proposed in reference to children with relatively mild behavioral, emotional, or learning problems, the proposed alternative changes the emphasis from exceptional children to exceptional situations in the school. Outlined are some criteria to be met in the areas of creation of a zero reject model, the supportive role of special educators, and self sufficient regular teachers. Touched upon are implications for direct service functions for administrative functions, for teacher education, and for legislation. It is recommended that special education, rather than being child centered, become teacher centered with the upgrading of the skills of all teachers a goal. (KW)

ABSTRACT 32847

EC 03 2847 ED 052 582
Publ. Date Jul 70 422p.
Mintz, Raymond D. and Others
Study of the Need for Educational Manpower for Handicapped Children and Youth: Phase IV Report. Final Report.
Operations Research, Inc., Silver Spring, Maryland
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEC-0-9-08928-0710 TR-621

Descriptors: exceptional child research; teacher education; federal aid; universities; motivation; federal legislation; special education teachers; financial support; national surveys; manpower needs; handicapped children; Bureau of Education for the Handicapped; Public Law 85-926

In the Phase IV portion of the Study of the Need for Educational Manpower for Handicapped Children and Youth, motivational factors affecting special education manpower supply and the impact of PL 85-926 on the supply were evaluated in two studies for which separate questionnaires were developed: the Personal Motivation Study and the University Impact Study. The questionnaire concerning motivation factors causing people to enter, remain in, and leave special education was sent to personnel in the field, while the questionnaire concerning the effect of PL 85-926 funding on university special education programs was sent to universities offering programs for training personnel in the education of the handicapped. Results of the surveys demonstrated positive effects of PL 85-926 in all respects. It increased the capacity of universities receiving funds to supply manpower, and improved the quality as well as the quantity of graduating students. Attrition from the field was less among students receiving grants than among others. The relevancy of working with handicapped children to personal and social values attracted many students, but many had unrealistic images of time and energy commitment required or objected to training requirements for certification, pay, and working conditions. (EC 032 848-EC 032 852 contain related information.) (KW)

ABSTRACT 32857

EC 03 2857 ED 052 399
Publ. Date Apr 71 113p.
Exceptional Children Conference Papers: Pre and Inservice Teacher Preparation.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; handicapped children; special education teachers; inservice teacher education; teacher education; behavior change; motivation; conference reports

Eight papers concerning pre and inservice teacher preparation treat such topics as a behavioral approach to conducting and evaluating inservice training, the development and analysis of criterion in the evaluation of teacher preparation and certification, and group processes and personal interrelationships as they support humanistic education. Also discussed are activities and implications of inservice training in the Northern Virginia Title III (ESEA) Diagnostic and Resource Teacher Program, basic principles of behavior modification for teachers, a taxonomy of variables for training teachers in special education, motivation of teachers and efforts of the Cleveland Public Schools to help teachers become fully operative, and the nature and educational needs of the crippled and other health impaired (COHI) population and implications for teacher preparation in the COHI area. (For other CEC convention papers, see EC 032 854-EC 032 856, EC 032 858-EC 032 861.) (KW)

ABSTRACT 32941

EC 03 2941 ED N.A.
Publ. Date Jul 71 9p.
Lowe, Armin
Training of Teachers of the Deaf in the Federal Republic of Germany.
EDRS not available
Teacher of the Deaf; V69 N408 P246-54 Jul 1971

Descriptors: exceptional child education; aurally handicapped; institutes (training programs); curriculum; teacher education; foreign countries; Germany

A brief survey on training teachers of the deaf in the Federal Republic of Germany includes a list of four training institutes, an explanation of three training methods, and a general list of curriculum subjects. The four institutes are found in Hamburg, Cologne, Heidelberg, and Munich. Prospective teachers of the deaf may follow one of three training methods, the first two of which are complementary study programs, while the third and newest is a basic study program. The basic study method is the most academic, offering research possibilities and a Ph.D. degree. Curricula include five general topics: special education and social education, psychology, linguistics and phonetics, medicine, and legal questions. (CB)

ABSTRACT 33057

EC 03 3057 ED N.A.
Publ. Date Apr 71 6p.
Hall, R. Vance
Training Teachers in Classroom Use of Contingency Management.
EDRS not available
Educational Technology; V11 N4 P33-8 Apr 1971

Descriptors: research projects; class management; inservice teacher education; behavior change; operant conditioning; workshops

Educating teachers in classroom use of contingency management (operant conditioning) is discussed. The optimum program for introducing teachers to use of contingency management is thought to include: teacher reinforcement by professional and/or academic credit, teaching of practical measurement and recording procedures for classroom use, presentation of basic learning theory principles, presentation of information on research and applications in school settings, participant-conducted projects in classrooms, and frequent teacher contact by someone skilled and knowledgeable to assist in understanding principles and in carrying out contingency management projects. The workshop format found to be most successful involves a week's summer workshop for credit, with a follow-up session in the fall in which teachers earn further credit for carrying out and writing up one or more applied studies in their classrooms. Two representative studies are examined briefly: one in use of reinforcement procedure, and another in use of extinction procedure. Both studies employ a reversal design for scientific verification. (CB)

ABSTRACT 33177

EC 03 3177 ED 054 557
Publ. Date Jun 71 243p.
Gillet, Pamela; Eash, Maurice
Northwest Educational Cooperative Teacher Training Program. Final Report.
Northwest Educational Cooperative, Arlington Heights, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf,hc

Descriptors: exceptional child education;

learning disabilities; socially maladjusted; teacher education; special education teachers; student teaching; graduate study; cooperative programs; demonstration projects; Illinois

Reported upon is the year-long Northwest Educational Cooperative Teacher Training Program in Arlington Heights, Illinois, in which public schools, the educational cooperative (a consortium of 10 school districts), and colleges and universities cooperatively executed an experimental program to train teachers for children with learning disabilities and/or behavioral disorders. Twenty-four individuals with bachelors degrees but no special education training were selected as interns. Professional training was provided through college courses, intensive supervised clinical experiences, staff consultations, seminars, and inservice training. During the first semester, mornings were devoted to clinical experiences in public school classrooms and afternoons to college content classes. For the second semester, interns were placed in regular teaching assignments, supervised by project staff and building supervisors. Interns rated accompanying inservice programs highly on the criterion of relevancy and interest. All interns earned 24 graduate credit hours, completed the program, and were employed for the following year, though only six will work directly in special education programs. Extensive monitoring and evaluative data gathered is presented. (KW)

ABSTRACT 40020

EC 04 0020 ED N.A.
Publ. Date May 71 6p.
Lehmann, Phyllis E.
Teacher Training Takes to the Road.
EDRS not available
Manpower; P1-6 May 1971

Descriptors: computer assisted instruction; computers; teaching methods; teaching machines; programed instruction; mobile classrooms; inservice teacher education; Pennsylvania

Pennsylvania State University's mobile van equipped for computer assisted instruction (CAI) is discussed. The mobile classroom consists of a central IBM computer instructional system with 15 student terminals. Multi-media programed courses take an average of 30 hours to complete. The individualized teaching method is said to benefit middle-aged teachers especially, who may not feel comfortable in regular classroom settings as students. The mobile classroom is also shown to be helpful throughout Appalachia's isolated areas that need quality inservice teacher education. A small staff runs the teaching machine with an annual operational cost of $250,000. A CAI special education course is described as helping teachers spot handicapping problems by teaching them specific behavioral clues. (CB)

ABSTRACT 40264

EC 04 0264 ED N.A.
Publ. Date Nov 70 39p.
Melching, William H. and Others
Introducing Innovation in Instruction: In-Service Teacher Workshops in Classroom Management.
Human Resources Research Organization, Fort Bliss, Texas
EDRS not available
Human Resources Research Organization, 300 North Washington Street, Alexandria, Virginia 22314

Descriptors: workshops; inservice teacher education; class management; instructional materials; innovation; elementary education; behavior change; positive reinforcement; administrator role

Described is an integrated set of summer workshops conducted in June and July 1970 for elementary teachers in the River Rouge, Michigan School District, to introduce them to, and provide practice in, selected innovative techniques for the management of classroom behavior and instructional materials. The three teacher workshops dealt with development and use of behavioral objectives stated in performance terms, implementation of the concepts of learning modules and mastery tests, and application of contingency management techniques for controlling student behavior in the classroom. Additional workshops were conducted for administrative and supervisory personnel, to enable them to provide knowledgeable support to the teachers in implementing the new techniques during the school year. The rationale and objectives for each workshop are included, as well as a brief description of the experience in each workshop and comments on the effectiveness of the workshop activities. A followup program during the school year will assist teachers in implementation of workshop procedures and evaluate the effectiveness of the innovative techniques in the classroom. (Author/KW)

ABSTRACT 40371

EC 04 0371 ED 056 425
Publ. Date Feb 71 177p.
Broadbent, Frank W.; Meehan, D. Roger
An Evaluation of Simulation as an Approach to Assisting Elementary Teachers to Identify Children with Learning Disabilities and Utilize Ancillary Personnel in Initiating Remediation Programs within Their Classrooms. Final Report.
Syracuse University, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-4388(607)
BR-42-2294

Descriptors: exceptional child research; learning disabilities; teacher education; identification; remedial instruction; models; elementary education; program descriptions; program evaluation; workshops; nonprofessional personnel

Investigated was use of an instructional simulation model with elementary classroom teachers to identify learning disabled children, to utilize effectively ancillary personnel, and to initiate remediation programs in the classrooms. Teachers participating in the model were said to view children on videotape in many school settings, review academic achievement by studying records, select course of action on preprogramed materials, receive immediate feedback as reinforcement, study commercial instructional materials, and plan remedial programs for two learning disabled children. Two evaluation instruments developed were an opinionnaire and a set of three microsimulated situations. The simulation model was tested by 17 persons in a small elementary school. Results of the opinionnaire indicated that the model was successful and could serve as inservice training. Analysis of microsimulator showed significant difference between means of control and experimental groups, and two of three subtests showed significant differences in favor of the experimental groups. It was concluded that the simulation workshop did improve teacher observational skills needed to recognize learning disabilities and to formulate remedial programs. (CB)

ABSTRACT 40377

EC 04 0377 ED 056 431
Publ. Date 71 173p.
Hardy, Madeline I. and Others
Standards for Educators of Exceptional Children in Canada.
EDRS not available

National Institute on Mental Retardation, York University Campus, 4700 Keele Street, Downsview, Ontario, Canada.

Descriptors: exceptional child education; aurally handicapped; teacher education; foreign countries; teacher qualifications; educational programs; government role; Canada

The introduction to standards for educators of exceptional children in Canada focuses on the need for teacher education programs and the rationale behind standards for educators. Discussion of teacher education includes the following topics: the individual's self and society, understanding the learner and learning process, general competencies in education of children, competencies in areas of concentration, and practical experiences. Teacher education programs for undergraduates, graduates, certification, and continuing education are covered. Qualifications in regard to necessary knowledge are then examined for teachers, administrators, professionals in allied fields, and nonprofessionals. Responsibility for teacher education is then viewed from the roles of the federal and provincial governments, education facilities, and local school authorities. Brief discussion of accreditation of teacher education programs concludes the book. (CB)

ABSTRACT 40430

EC 04 0430 ED N.A.
Publ. Date Sep 71 4p.
Collier, Boy N., Jr.
Teaching: A Vocation for the Handicapped?
EDRS not available

Vocational Guidance Quarterly; V20 N1 P48-51 Sep 1971

Descriptors: research projects; visually handicapped; aurally handicapped; special health problems; epilepsy; diabetes; employment; surveys; teacher qualifications; employment opportunities; vocational counseling

A survey was conducted to determine entry restrictions into the teaching profession for those with diabetes, epilepsy, visual, or auditory handicaps. Questionnaires were sent to the department of education of each state and the District of Columbia, 10 educational institutions for teachers, and 10 metropolitan school districts. The main entry restrictions were found to be at the employment opportunities level. Persons with diabetes or epilepsy were found to be virtually eliminated from employment in the education field more than persons with visual or auditory handicaps. Implications for handicapped persons, institutions, high school counselors, and other educational and vocational organizations were drawn. (CB)

ABSTRACT 40610

EC 04 0610 ED N.A.
Publ. Date Dec 71 9p.
Power, D. J.
Characteristics of Successful Student Teachers of the Deaf.
EDRS not available
Volta Review; V73 N9 P529-37 Dec 1971

Descriptors: exceptional child research; aurally handicapped; student teaching; effective teaching; sex differences

Factor analysis of a battery of tests and records revealed that the only major correlates of success as student teachers of the deaf were initial college academic record and intelligence. The pattern of results differed considerably between men and women. Teaching and academic success were related in men, but not in women. (Author)

ABSTRACT 40679

EC 04 0679 ED 057 512
Publ. Date 71 17p.
Gallien, John J.
The Organization, Administration and Training of Teachers in an Intensive Workshop.
Winthrop College, Rock Hill, South Carolina
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.;
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Paper Presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971).

Descriptors: exceptional child education; inservice teacher education; special education teachers; workshops; rural areas; handicapped children; summer programs; curriculum

Described is an ESEA Title I project carried out in Orange County, Virginia, a rural area. Project components included the training of 16 special education teachers during an 8-week summer program and a 6-week summer instructional program for 194 educationally disadvantaged students in grades 1-8. Student classes served as practical sites for project teachers, who were regular classroom teachers who evidenced potential to become teachers of handicapped children. Outlined are preliminary project planning, the instructional component for teachers, a sample of the type of demonstrations and suggestions given teachers concerning use of equipment and instructional materials (use of tape recorder in building vocabulary), and the instructional program for students, which was planned around a core of field trips. Since 12 of the teachers continued as special education teachers the following school year, the project was considered successful in that it helped provide special educational services in the school system by meeting the manpower need. (KW)

ABSTRACT 40704

EC 04 0704 ED N.A.
Publ. Date Oct 71 6p.
Anderson, Robert M. and Others
A Summer Institute for Prospective Teachers of the Trainable Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V6 N3 P108-13 Oct 1971

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; inservice teacher education; institutes (training programs); summer programs

Described is a summer institute which was developed and made available to experienced teachers who elected to work toward certification to teach trainable mentally retarded children (TMR). The major emphasis was on retraining a group of experienced teachers who had a wide variety of academic backgrounds, but who were not qualified to teach TMR children. Some of the teachers had limited experience teaching handicapped children. As a result of the summer institute, 18 classroom teachers were prepared to teach special classes for the trainable. (Author)

ABSTRACT 40760

EC 04 0760 ED 057 526
Publ. Date Oct 71 52p.
Allen, Wendel C. and Others
Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of Communication Disorders Specialists.
Washington State University, Pullman, Department of Speech
EDRS mf,hc

Descriptors: exceptional child education; state standards; speech therapists; certification; communication problems; professional education; Washington

The document delineates competencies for certification in the state of Washington for a Communication Disorders Specialist, who provides diagnostic (evaluative), therapeutic (habilitative), and consultative services for individuals handicapped by disorders of language, speech, and/or hearing. The guidelines and standards establish a framework for determining objectives of preparation, delineate competencies in subject matter specialities, pedagogy, and personal characteristics, and specify entry and exit-level competencies for each stage of preparation (preparatory, initial, and continuing). Ten areas of clinical competency are covered. The definition provided of public school speech, language, and hearing services is intended to analyze the clinician's role in behavioral terms. Analysis is broken down into specific behaviors under the ten sub-roles or areas of competency. Listed are tasks required for competency at each performance criterion level and methods of preparation. (KW)

ABSTRACT 40870

EC 04 0870 ED N.A.
Publ. Date Oct 71 3p.
McLeod, J.
Teacher Education Programmes and Certification Procedures in Several Countries for Teachers of Exceptional Children.
EDRS not available
Forward Trends; V15 N3 P115-7 Oct 1971

Descriptors: exceptional child education; handicapped children; teacher education; teacher certification; foreign countries; Great Britain; Belgium; Netherlands; Poland; Czechoslovakia; Denmark

Presented are synopses of teacher education programs and certification procedures in Great Britain, Belgium, the Netherlands, Poland, Czechoslovakia, and Denmark for teachers of exceptional children. Teacher preparation in Great Britain requires 3 years full-time education beyond the secondary school level in Colleges of Education; only teachers of the visually handicapped and hearing impaired need to have special qualifications. Teacher preparation in Belgium consists of regular teacher training followed by part-time, inservice training; teachers of exceptional children are distinguished from orthopedagogues or educators. Netherlands teacher preparation programs are similar to those in Belgium, and all regular teachers have some experience in special schools. In Poland, specialist training needs to follow experience in regular classes. Preparation of teachers of exceptional children in Czechoslovakia is carried out in the University Department of Special Education and consists of a 6-year or a 5-year program. Teacher preparation in Denmark extends over seven semesters and involves teaching specialty in elementary, secondary, or special education. (CB)

ABSTRACT 40907

EC 04 0907 ED N.A.
Publ. Date Feb 72 7p.
Cartwright, Carol A. and Others

CAI Course in the Early Identification of Handicapped Children.
EDRS not available
Exceptional Children: V38 N6 P453-9 Feb 1972

Descriptors: exceptional child education; handicapped children; teacher education; computer assisted instruction; effective teaching; programed instruction; program evaluation; identification; teachers

College students (N equals 114) enrolled in an introductory course in special education were randomly assigned to a conventional instruction (CI) or a computer assisted instruction (CAI) version of the course. The CAI group received all instruction by CAI; the CI group received instruction in the conventional lecture-discussion mode. The CAI students obtained significantly higher criterion test scores than the CI students. Also, the CAI students completed the 3 credit course in an average of 12 hours less time. (Author)

ABSTRACT 40990

EC 04 0990 ED 058 680
Publ. Date Aug 71 69p.
Preparation of Graduate Students in Speech Pathology and Audiology for Employment in Community Hearing and Speech Agencies.
National Association of Hearing and Speech Agencies, Washington, D. C.; American Speech and Hearing Association, Washington, D. C.
EDRS mf,hc
Proceedings of a Workshop (Monterey, California, March 5-8, 1971).

Descriptors: exceptional child services; speech handicapped; aurally handicapped; professional personnel; graduate study; conference reports; qualifications; educational trends; administrative policy; speech pathology; audiology

Extensive recommendations by workshop participants on the preparation of graduate students in speech pathology and audiology are followed by four resource papers given at the workshop. Recommendations concern provision of services based on total management of communication disorders in hearing and speech centers, general philosophies and principles of training programs, graduate degree programs, relationships between training centers and service agencies, and professional standards and certification. John E. Kralewski then discusses the training of hearing and speech professionals for the future health care system and pays special attention to changes occurring in the health care delivery system such as organizational developments and the American Hospital Association proposed plan. The second paper, by D.C. Spriestersback, examines differing philosophies involved in educational programs for preparation of speech pathologists and audiologists and notes trends toward more emphasis on comprehensive medicine, more interprofessional sharing of responsibilities for management problems, and more flexible admission procedures. Different philosophies of administrative policy are noted briefly by Jack L. Bangs, followed by mention of the data boom, computerization, age extension, linguistics, and punishment by John V. Irwin. (CB)

ABSTRACT 41088

EC 04 1088 ED N.A.
Publ. Date Dec 71 4p.
Forehand, Rex; Gordon, Donald A.
A Survey of U.A.F.'s Regarding the Role and Training of Clinical Psychologists in MR.
EDRS not available
Mental Retardation: V9 N6 P22-5 Dec 1971

Descriptors: mentally handicapped; psychologists; professional education; surveys; staff role; research projects; institutional personnel

Questionnaires that examined the role and training of clinical psychologists in mental retardation were mailed to the psychology program directors of University Affiliated Facilities (UAF's). The results indicated that training was viewed as the most important function of MR clinical psychologists and testing the least important. Behavior modification was seen as the most important service a psychologist could offer the retarded, and as the best therapy approach. Research was ranked high in importance and was being conducted at almost all U.A.F.'s. An internship with the retarded was ranked as the most important type of training for clinical psychologists in mental retardation. The highest ranked model for training MR clinicians was a general doctor's degree in clinical psychology with MR courses and an MR internship. (Author)

ABSTRACT 41203

EC 04 1203 ED N.A.
Publ. Date Mar 72 3p.
Erikson, Louise S.
The Educational Preparation of Occupational Therapists in Pediatric Physical Disabilities.
EDRS not available
American Journal of Occupational Therapy: V26 N2 P91-3 Mar 1972

Descriptors: exceptional child research; physically handicapped; occupational therapy; professional personnel; qualifications; educational background; national surveys; pediatrics

A questionnaire survey of occupational therapists in the United States was conducted to determine the essential knowledge and experiences in pediatric physical disabilities. The responses indicated that therapists feel there is a considerable lack of knowledge among both newly graduated therapists and those of several years experience. While the typical therapist indicated that he treats more cerebral palsied and brain damaged children than any other diagnostic classification, he also indicated inadequate knowledge of such subjects as perceptual motor dysfunction, developmental sequencing, or conditions pertaining to brain damage. Recent graduates considered that they had received inadequate information during their educational experiences; experienced therapists considered that they were not receiving sufficient information through current communication channels. Implications are presented for therapists and educators. (Author)

ABSTRACT 41284

EC 04 1284 ED 058 702
Publ. Date Jan 72 40p.
Special Education Careers: Programs for Professional Training in Special Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C., Special Education Information Center
EDRS mf,hc
OEC-0-9-180002-4473

Descriptors: exceptional child education; handicapped children; teacher education; professional education; directories; universities; undergraduate study; graduate study; educational programs; special education teachers

The directory is intended to assist persons interested in making application to or inquiries concerning professional training in special education. Organization is alphabetical, by state and outlying area. Listed first in each section are names and addresses of state administrators with primary responsibilities for state-federal training programs for educators. Next are listed institutions of higher education in that state which offer programs in special education. Names of the appropriate department chairman at each university are given. Code letters for each university listed indicate the types of handicaps for which educational programs are offered. (KW)

ABSTRACT 41328

EC 04 1328 ED 059 560
Publ. Date 70 172p.
Connor, Frances P., Ed. and Others
Professional Preparation for Educators of Crippled Children--Report of a Special Study Institute (West Point, New York, December 9-12, 1970).
Columbia University, New York, New York, Teachers College
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; teacher education; educational trends; teacher role; conference reports

The proceedings of the institute on professional preparation for educators of crippled and other health impaired (COHI) children focus on the following topics: definition of the child population, status of professional training (curriculum, practica, staff function), COHI teacher role, and training needs. Opinions expressed by participants prior to the institute via a questionnaire are also summarized, particularly as they concern status, problems, and trends in the field as related to population, teacher role, and professional training for both teachers and leadership personnel. Both prepared papers on the above topics and summaries of conference deliberations are included. (KW)

ABSTRACT 41329

EC 04 1329 ED N.A.
Publ. Date Mar 72 11p.
Roche, Adam, Jr.; Neal, W. R., Jr.
State Certification Policies and Services for the Hearing Impaired.
EDRS not available
Volta Review; V74 N3 P150-60 Mar 1972

Descriptors: exceptional child research; aurally handicapped; certification; state standards; audiology; national surveys; state departments of education; school services

A national survey was conducted to determine the extent to which state departments of education are recognizing, through appropriate certification practices, the different areas of specialty serving hearing impaired children in the schools. Questionnaires were mailed to state departments of education in each of the 50 states to collect data on the certification requirements, use of consultants, speech therapy services, and audiological services. Results indicated that, although public schools are continuing to improve the quality and quantity of services for handicapped children, there are considerably fewer services available to the hearing handicapped child than to the child having only speech disorders. It is suggested that audiological services for hearing handicapped children might be increased if states would offer certification in audiology. (Author)

ABSTRACT 41485

EC 04 1485 ED N.A.
Publ. Date Apr 72 8p.
Weishahn, Mel W.
Study of Graduates in the Education of the Visually Disabled.
EDRS not available
Exceptional Children; V38 N8 P605-12 Apr 1972

Descriptors: exceptional child education; visually handicapped; teacher education; program evaluation; graduate surveys; graduate study; surveys

Graduates with masters degrees in education of the visually disabled (N = 52) were queried by a mailed questionnaire about their specific educational and personal characteristics, their vocational behavior perceptions of their preparation program, and the value of their preparation in relation to their present positions. A 98% return showed the difference between the means for preparation and value of preparation not to be significant. However examination of the t ratios by each of seven competency areas indicated the ratings differed significantly in the following three areas: techniques and methods of instruction, acquisition and preparation of educational materials, and general special education competency. (Author)

ABSTRACT 41493

EC 04 1493 ED N.A.
Publ. Date Apr 72 3p.
Heller, Harold W.; Forgnone, Charles
Doctoral Preparation in Special Education.
EDRS not available
Exceptional Children; V38 N8 P643-5 Apr 1972

Descriptors: exceptional child education; mental retardation; doctoral programs; graduate study; educational needs; educational programs; program evaluation

Summarized are the organization, purpose, and results of six national special study institutes focusing on doctoral level education programs in mental retardation. The institutes, which were held during the summer of 1970, examined the current status and philosophical basis of doctoral programs, explored types of personnel needed in the field, recommended types of education to produce such personnel, and provided the Office of Education with information from the field regarding future doctoral preparation patterns. Outlined are the general findings of the institutes and five recommendations submitted to the Bureau of Education for the Handicapped by the six institute directors. (KW)

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Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO,

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.